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ABSTRACT

Intended as a source of information and guide for educators and business people, this report describes a variety of successful cooperative programs between businesses and schools, explains how they operate, and provides some advice from those experienced with programs about how to establish and operate cooperative endeavors. Chapter 1 focuses on two national models of business-industry-education activities--a network affiliated with the National Association for Industry-Education Cooperation and a consortium under the auspices of the National Manpower Institute. Junior Achievement with its youth involvement programs are the focus of chapter 2. Chapter 3 concerns the adopt-a-school or partnership approach to school-business collaboration. Comprehensive programs of business-industry cooperation and involvement in local school affairs are described in chapter 4. Chapter 5 addresses business, industry, and community college arrangements. Chapter 6 describes corporate involvement in education activities, including training programs, tuition assistance programs, and free or low-cost materials for schools. In chapter 7 are discussed the proposals, policies, and realities of school-business cooperation. Chapter 8 provides examples of successful and effective industry involvement in education. Sources of additional information about programs mentioned in the report are provided, as is a listing of selected references and resources. (YLB)

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BUSINESS-SCHOOL PARTNER-SHIPS: A PLUS FOR KIDS

EDUCATION USA
SPECIAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Acknowledgement

Business-School Partnerships: A Plus For Kids was written by John Chaffee, Jr., of Denver, Colorado. The editors wish to thank those organizations and individuals mentioned in this report for their cooperation and help.

Business-School Partnerships: A Plus For Kids is one of a series of *Education USA* Special Reports that present concise and comprehensive information about current trends and issues in education. It was developed and produced by the *Education USA* Special Reports staff: Anne C. Lewis, executive editor; Kim F. Hasten, manager of editorial and production services; and Holly A. DiVenere, research assistant. Production services were provided by Mary Ann Johnson; graphics by Kim F. Hasten.

Overview

Not long ago corporate representatives from across the country came together in an august, panelled room at Chicago's University Club to discuss what has become a compelling issue for business and industry leaders — education. With them were educators and other citizens who wanted to talk about the same thing. They came with mutual concerns, with success stories of how schools and business-industry interests are joining together to help students and communities, and with ideas to make the ties and the efforts even stronger. It was a refreshing gathering because, unlike many times when education's problems are discussed, the mood was positive, affirmative, assured.

True, concern about the educational preparation of employees has led many corporations to launch education programs of their own. "The largest language arts program in the country is conducted by Blue Cross/ Blue Shield of Illinois to teach its employees basic writing and spelling skills," according to Archie Lapointe, executive vice president of the National Manpower Institute in Washington, D.C. So far, however, this approach, although growing, appears to be the exception rather than the rule. More common are cooperative efforts — businesses and schools working together, either to help integrate youth into adult life or to improve school management practices.

In Salt Lake County, Utah, for example, more than 1,000 business firms and organizations provide personnel and facilities to promote career awareness among students in four local school districts.

And in Cincinnati, Ohio, the local business community over the past few years has provided the personnel for nearly a dozen studies of school management problems, ranging from improving food services to energy conservation.

Three reasons for the growing involvement of business and industry in local school activities stand out:

First, both educators and businesspeople are increasingly uneasy about the difficulties many youth experience in making the transition from schoolhouse to workplace. Youth unemployment is a national scandal and of equal concern to teachers and prospective employers.

Second, as inflation-fed financial difficulties continue, both educators and business people worry about the effective and efficient operation of the public schools, a major recipient of business tax dollars.

Finally, in recent years both business and education have suffered a significant decline in public confidence. National polls indicate that both have been losing favor among almost all segments of society — schools for discipline problems and a lack of emphasis on basic skills; business for impersonality and what many consider to be excessive profits.

These shared concerns point to the mutual advantages of stronger education-business ties.

What Kind of Resource?

Business people, with their varied talents, should be considered a valuable resource for educators, according to Richard Lesher, president of the Chamber of Commerce of the United States. Lesher cites five characteristics that might be overlooked by educators:

First, businessmen and women are former students.

Second, most are parents or grandparents. As such, they have a personal interest in how well the schools are educating their children or grandchildren.

Third, they are major employers — more than four out of five jobs are still in the private sector. They know what kinds of jobs will be available and what types of skills will be required to fill them. "They can help you achieve with your students the kind of practical results parents expect," says Lesher.

Fourth, businesspeople are management experts. They can help educators manage limited resources more efficiently.

Finally, they are community-minded and community leaders. As Lesher points out, "The critical needs of the schools in any community can probably be met more quickly with the help of business leaders than without such help."

From Awareness to Action

There's a big gap between recognizing that schools and businesses should work more closely together and actually implementing effective cooperation. Many of the problems involved were cited by participants from 10 cities at the Chicago meeting, hosted by Chicago United, an organization to channel business liaisons with schools.

- Educators often don't know how to gain access to the business community and don't know what to ask for once they do. Business people, on the other hand, are uncertain about what they can contribute to the schools.
- Educators too frequently seek only additional financial support instead of broad involvement. The business community, already heavily involved financially through taxation, usually prefers to provide people or facilities.
- There's an inherent incompatibility in business-education relationships. Business usually works best on a centralized management basis, education on a decentralized basis. As a result, business people have difficulty understanding they can't deal with school management alone, that teachers must be involved.
- A corollary: Educators perceive business people as more interested in cutting costs than in achieving quality education. Business people view education as an inefficient and overly people-intensive enterprise.
- Educators are traditionally suspicious of allowing outsiders — non-educators — to become too heavily involved in school affairs. The business community has difficulty understanding that what is needed is not a "quick fix" but a patient effort in strengthening the capacity of educators to do their jobs more effectively.

Four Kinds of Involvement

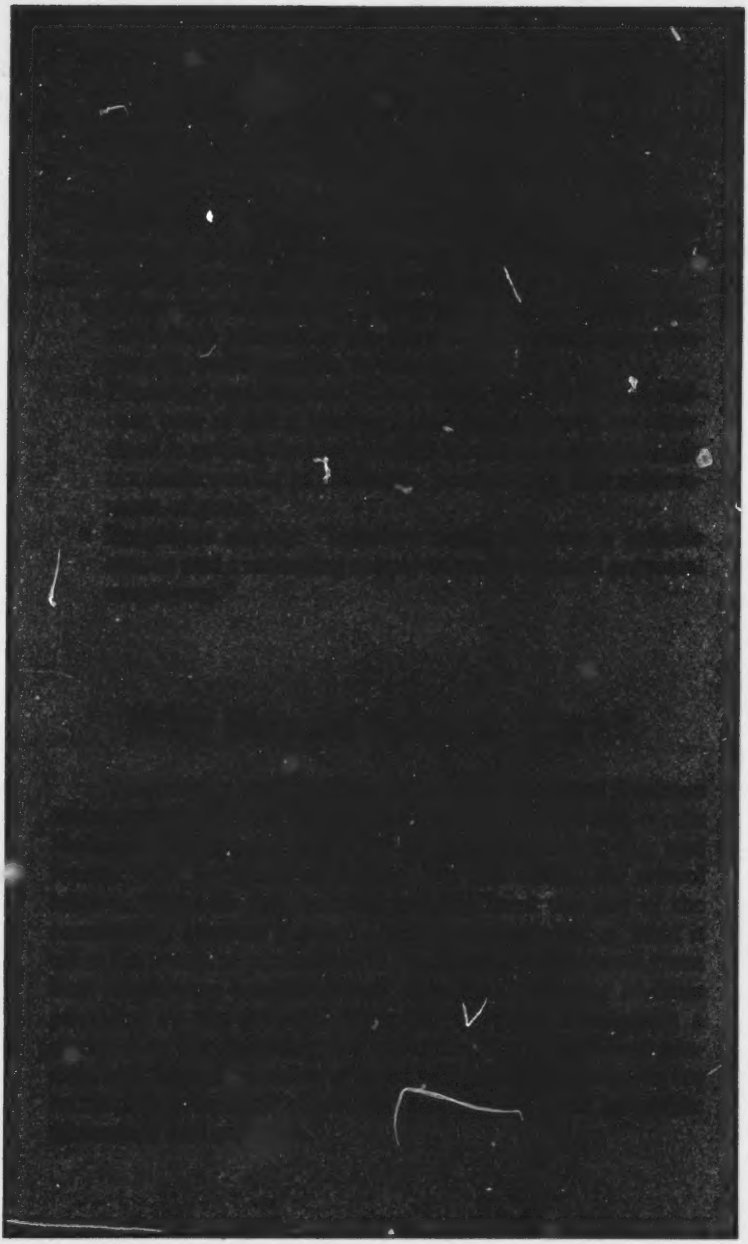
Despite these difficulties, or in some cases perhaps because of them, four kinds of business-industry involvement in education are underway throughout the country:

- **Collaborative activities that directly or indirectly involve students,** usually in career preparation or awareness programs or in economic or citizenship education. Examples include work-study arrangements, Junior Achievement, internships and Adopt-A-School programs.
- **Cooperative efforts to aid schools or school districts that don't involve students.** Examples include management studies, staff development, budget preparation assistance and long-range planning.
- **Involvement by individuals from business and industry** as members of boards, committees, task forces or advisory groups at the local, regional, state and national levels. Business representation on such bodies often is required by law.

- **Education-related activities by business or industry without the cooperation of local schools or school districts,** although individual educators may be involved. Examples include corporate training programs, tuition aid plans for employees and so-called "corporate freebies" — instructional aid materials that range in value from the very useful to industrial propaganda.

This Special Report highlights a variety of business-education activities throughout the country. Most are collaborative examples of schools and businesses working together. Some are education-related activities initiated by businesses unilaterally, without the cooperation of local school officials. All are indicative of a welcome trend toward increased business and industry involvement in education.

The purpose of this Special Report is to describe a variety of successful programs, explain how they operate and provide some advice from those experienced with programs about how to establish and operate cooperative endeavors — what to do, as well as some of the pitfalls to avoid. Both educators and business people should find it useful — as a source of information, as a guide and as a stimulant.



Chapter 1

Two National Models

Business-industry-education activities in the United States are fragmented and uncoordinated. No single organization, agency or institution controls or even tries to keep track of the myriad of programs and projects that are being planned, are underway or have failed. There is no national clearinghouse of information on business and industry involvement in education.

Nevertheless, two national efforts stand out: a network of more than 60 local industry-education councils in about 30 states affiliated with the Buffalo-based National Assn. for Industry-Education Cooperation (NAIEC), and a consortium of 29 work-education councils in 20 states and Puerto Rico under the auspices of the National Manpower Institute in Washington, D.C.

The Association's Network

Of the two, NAIEC is the older. Originally a unit of the National Science Teachers Assn., it became an independent organization in 1964. NAIEC encourages the establishment and operation of local industry-education councils, independent advisory boards representing both the schools and a broad definition of "industry" — business, labor, government, agriculture and the professions. Although they operate under various names, local NAIEC affiliates share a common function: to provide an independent link between the business and education communities that can foster mutual understanding and cooperative activities.

According to Donald Clark, NAIEC president, the focus of local industry-education councils is "the improvement of the education system at all levels with the assistance of industry's volunteer resources."

Most NAIEC affiliates receive financial support from both the local school district and business-industry sources, although a few are financially independent of the school system and those in New York receive state aid. Local councils usually are headed by an industry-

education coordinator, a position often funded by the local school board.

For its part, the national association provides:

- Assistance in establishing local industry-education councils. NAIEC's 28-page publication, *Industry-Education Councils: A Handbook,* provides guidelines for organizing a local council, suggestions for a variety of cooperative activities and examples of local council bylaws.
- Community resources workshops, a NAIEC staff development priority. These are intensive college-credit summer courses to help elementary and secondary school teachers identify and use community resources that have educational value.
- Career guidance and job placement services. NAIEC emphasizes activities to make teachers and guidance counselors more aware of current and future employment needs and opportunities, including internships in industry, use of community resources and school-based job placement services.
- Regional conferences and an annual convention where local industry-education council coordinators and board members can share experiences in such activities as work-experience programs, curriculum development and provide school management services.
- A bimonthly newsletter and other publications reporting local council activities and describing new cooperative ideas and programs.

The rationale for NAIEC, according to Clark, is that "schools are the primary delivery system to the labor market, and in their role of improving the quality of human resources they are a major factor in a community's economic development."

The Institute's Consortium

The National Manpower Institute (NMI) is a private, non-profit research and demonstration institution established in 1971. Its founder and board chairman is Willard Wirtz, former U.S. Secretary of Labor.

Wirtz believes that the need for organizations and institutions in our society to collaborate "is particularly acute in achieving the successful integration of the young into adult society, for the life of a teenager is a whole and cannot be fragmented .... New ways of getting to adulthood depend on new ways of getting disparate elements of society together again."

Since 1977, NMI has coordinated a federally funded Work-Education Consortium, a collaborative of community councils working to assist youth in the transition from education to employment. The councils represent statewide, urban, suburban and rural communities. Because each community has its own concerns and resources, each council is organized to respond to specific needs and circumstances. Thus, the character of work-education councils is diverse. However, they all involve representatives of education, business and industry, government, social services, labor, the professions, parents and youth. NMI provides consortium members with technical assistance to experiment with innovative methods of relating education to work. Examples of council activities include:

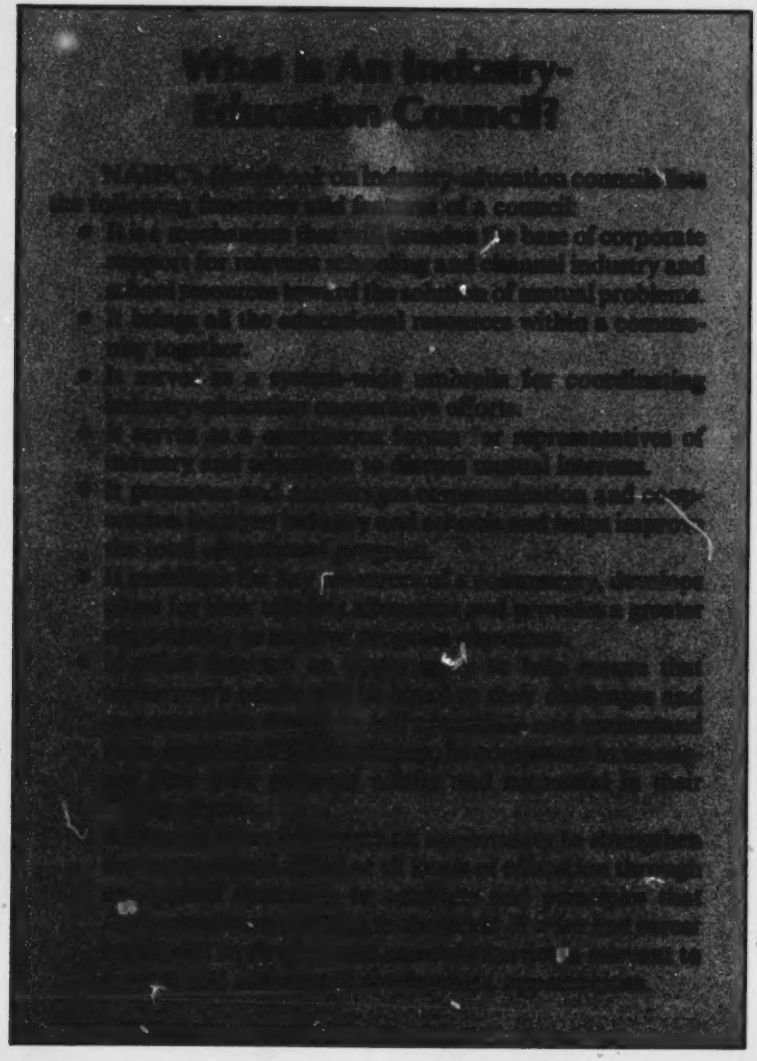
- Developing community resource inventories and guides, and serving as brokers in bringing schools and resources together.
- Providing students with opportunities for work and service experiences.
- Heightening student awareness of employment possibilities and skills development.
- Providing occupational information and job placement services.
- Exposing educators to the realities of contemporary business, industry and labor activities.

The consortium is funded by the U.S. Dept. of Labor and consults with representatives from the Departments of Education and Commerce. There were 33 education-work councils originally, but four failed to survive. Of the 29 still operating in early 1980, 21 were supported by NMI, four by the American Assn. of Community and Junior Colleges, three by the National Alliance of Businessmen and one by the State of New Jersey.

NMI will provide technical assistance to communities interested in improving school-industry relations. Services include on-site or telephone assistance in planning workshops or implementing collaborative efforts and publications on issues relating to the transition of youth from school to work. The bimonthly newsletter of the consortium, *The Work-Education Exchange*, highlights exemplary projects, updates consortium member activities and announces conferences and workshops.

Both NAIEC and NMI are committed to improving industry-education relations and stimulating cooperative activities. While the activities of many local councils are similar, and indeed a few councils are affiliated with both national organizations, NAIEC councils usually focus on the full K-12 spectrum while NMI consortium members are mostly concerned about youths 14-21 years of age. NMI education-work councils tend to emphasize direct service and involvement of

youth while NAIEC's industry-education councils are usually more oriented toward school staff development.



Profiles of Collaboration

Following are brief descriptions of four collaborative efforts, two affiliated with NAIEC and two that are members of NMI's Education-Work Consortium. One is a statewide network of industry-education councils; two are county-wide efforts, one urban-suburban and the other rural; and one is a suburban council.

Statewide

In **New York State,** there are 23 industry-education councils serving 70% of the state's population, primarily in labor-intensive areas such as New York City, Long Island, Buffalo and Rochester. A few have operated for more than 10 years; others are only a few months old.

According to Robert Ullery, state industry-education coordinator, most are affiliated with one of New York's intermediate service units, Boards of Cooperative Educational Services (BOCES). All receive partial support from state vocational education funds, and all have at least one full-time industry-education coordinator. Additional operating funds come from local school districts and the local business communities. One industry-education council has no fewer than 25 different funding sources, Ullery reports.

Typical activities of New York industry-education councils include career awareness workshops for teachers, guides to student employment and training opportunities and the use of teams of educators to assess business training needs.

The key to a successful council, according to Ullery, is the full-time coordinator as required in New York. In hiring industry-education coordinators, "forget about credentials; hire somebody who can do the job," Ullery advises. He says community councils should favor someone from industry rather than education in selecting coordinators, because "it's got to be someone who can work with industry .... What's needed are not educators but educated people."

County-wide

One of New York's most successful councils is the Niagara Frontier Industry-Education Council that serves Erie County, including Buffalo. The 22-member Niagara Frontier Council is headed by the

president of Fisher-Price Toys and includes the general manager of Niagara Mohawk Power Corp., the president and general manager of a local television station, an area director of the United Auto Workers and the superintendents of all six school districts in the county.

Niagara Frontier activities have included staff development courses on different facets of the world of work for teachers and administrators, economic training for teachers, a school-industry executive exchange program and a "shadow" program that provides students with opportunities to accompany an employee of a local business or industry for one week.

In **Wayne County, Mich.,** the Work-Education Council of Southeastern Michigan serves the western suburbs of Detroit. Its accomplishments include:

- A service-learning program in which student volunteers participate in community service projects related to their classwork.
- A three-year, work-study program combining community college classroom work with on-the-job training at local automobile dealers. An associate degree is awarded upon successful completion of the course.
- A career internship program that provides opportunities for academically talented high school juniors and seniors to serve as special assistants to local business executives for one semester.
- A project that provides high school students and teachers with opportunities to explore the environment and employment prospects in local businesses, professions and government.

In **Salt Lake City, Utah,** those interested in industry-education cooperation flex their muscles through BICEP — Business-Industry Community Education Partnership. BICEP specializes in the promotion and coordination of career awareness, exploration and preparation. Organized as a non-profit corporation, it is a cooperative project of the four school districts in Salt Lake County, an area that has approximately 135,000 students — about 40% of the state's total enrollment.

Working with more than 1,100 firms and agencies with employees in 140 different occupations, BICEP offers Salt Lake area students and teachers five services upon request:

1. **Classroom speaker:** For grades K-12, a discussion with an employer or employee about his or her career field.

2. **Plant or office tour:** For grades K-12, an on-site opportunity for students to view various kinds of occupations in a firm or organization.

3. **Plant or office discussion:** For grades 7-12, an on-site discussion between a worker and 10 or fewer students.
4. **"Shadowing:"** For grades 10-12, an on-site opportunity for a student to observe a worker for part or most of a day.
5. **Internship:** For grades 11-12, students participate in a part-time, unpaid work experience for one to several weeks and receive school credits.

Donald Wright, BICEP executive director, reports that the most requested of these services is speakers, followed by "shadowing." BICEP responded to nearly 5,000 requests during the 1978-79 school year, according to Wright.

Rural

On the other side of the country, in rural northeastern **North Carolina,** the Martin County Education-Employment Council was formed in 1977 to help alleviate other kinds of problems: poverty, high youth unemployment and an out-migration of young adults.

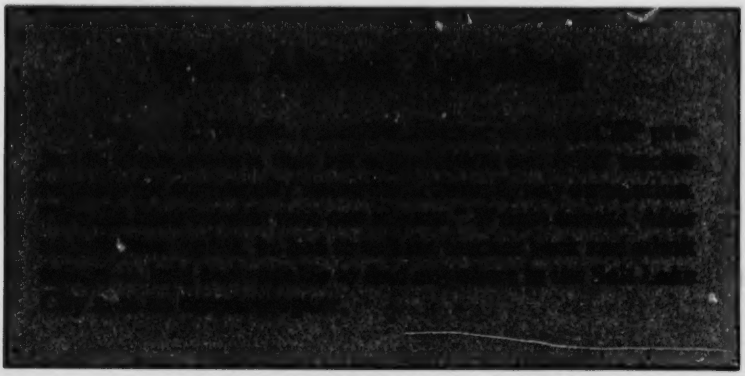
Martin County is one of the poorest in the state, with nearly 30% of its families living below the poverty level. One-quarter of its work force is engaged in agriculture, with the remainder divided among textiles, manufacturing and wood products.

In its few years of existence, the education-employment council — representing local businesses, government agencies, the county school system and community college — has succeeded in becoming a persuasive and respected force in the county. Among its accomplishments are:

- A resource bank of approximately 650 volunteers from a variety of occupations who provide students with information about employment opportunities and responsibilities.
- Job interview and skill seminars to help students develop the ability to gain employment.
- A summer jobs program for teachers and counselors so they can better relate to student employment aspirations.
- Job fairs to promote greater awareness of existing employment opportunities in Martin County.
- Discussions to increase student and teacher awareness of organized labor's role in the economy and in society.
- A shadow program to give students on-the-job experience by allowing them to visit local businesses or industries and observe for several hours at a time.

- World-of-work orientation seminars to help students obtain the knowledge, skills and attitudes they need to succeed in the working world.
- Employer-teacher workshops to help inform teachers about the working world and to educate employers about the problems of today's teachers.

All of which has produced a new spirit of collaboration and cooperation among Martin County employers and educators.



Establishing An Education-Work Linkage

In a study of education-work collaborations in Massachusetts, Thomas McClain and Richard Sockol list 11 factors to be considered in designing an education-work linkage:

1. **Don't expect to establish a linkage overnight.** McClain and Sockol investigated 12 Massachusetts linkages and found two months to four years of effort are necessary before an organization can be established.
2. **Identify community opinion leaders committed to education-work collaboration.** Such people can influence others in the community and bring about broad-based support.
3. **Recognize and address the time commitment necessary.** Business people, educators and community leaders value their time. They must know from the outset that involvement in an education-work linkage will be voluntary and will require time.

4. **Recognize the implications of establishing a political or a community organization.** There's a world of difference between an organization formed by city council or school board edict and one that stems from the voluntary action of diverse interest groups; one may have stable funding, but the other will be free from political pressure.
5. **Recognize and address the hidden agendas of program participants.** To form a cohesive group working toward defined goals, it is necessary that the "hidden agendas" or personal biases be aired, discussed and resolved early so the organization can move forward.
6. **Use cross-linkages to help solve problems.** To obtain as much information as possible for program development, encourage the use of friends and colleagues of those participating. Such cross-linkages broaden the information base upon which decisions will be made.
7. **Design action projects early — too much talk can stifle an organization.** McClain and Sockol found that in almost all of the Massachusetts organizations they studied, too much time was spent talking. They recommend that the strictly talking phase, a necessary one to begin with, should last for no more than six months.
8. **When seeking funding, recognize its limitations.** While funding is important, it should not be accepted blindly. Be sure the terms are consistent with the goals of the organization.
9. **Retain the services of a project administrator.** The authors found that most Massachusetts projects remained stagnant until a person was hired to do the work. Part-time volunteers are not enough.
10. **Monitor projects to insure program continuity.** Minor stumbling blocks often become major obstacles. Someone needs to keep tabs on recurring issues.
11. **Tailor change to the capacity of the community.** Some organizations believe in big change — an "all or nothing" approach; others prefer incremental change — the "inch at a time" approach. Program designers must be sure that planned changes are tailored for the community involved.

Copies of the McClain-Sockol study, *Community Education/ Work Collaboration: A Massachusetts Perspective,* can be obtained from the Institute for Governmental Services, Middlesex House, U. of Massachusetts, Amherst, Mass. 01003.

How to Join the National Work-Education Consortium

Twenty-three of the 29 work-education councils in the federally funded NMI consortium have formed an independent, non-profit, National Work-Education Consortium. Local, regional or state councils that subscribe to the goals and purposes of the National Consortium are invited to apply for membership.

The goals and purposes are to:

- Promote improvement in transitions between education and work through work-education councils;
- Further develop the concept of collaborative planning and problem resolution;
- Promote the establishment of new work-education councils;
- Stimulate information exchange and collaborative action among work-education councils and between work-education councils and other organizations; and
- Contribute to and stimulate public discussions of policy intended to improve education-work transitions.

Councils applying for membership must, in addition to subscribing to the goals and purposes: (1) have demonstrated a commitment to the collaborative process in membership, funding and programming; (2) have demonstrated fiscal and programmatic responsibility; and (3) be chartered, incorporated or otherwise formally constituted with a bona fide board of directors or similar governing body.

Associate memberships are open to individuals, organizations other than collaborative councils, unions and corporations.

For further information and application materials, contact Carol Stone, Vice President, National Work-Education Consortium, 710 SW Second Ave., Third Floor, Portland, Ore. 97204.

Want More Information?

Additional information about NAIEC is available from:
National Association for Industry-Education Cooperation
235 Hendricks Blvd.
Buffalo, New York 14226

For more information about the Work-Education Consortium, write:

Center for Education and Work
National Manpower Institute
1211 Connecticut Ave., N.W., Suite 301
Washington, D.C. 20036

Chapter 2

An A+ With Youth Involvement

One of the easiest and most productive ways for educators to cooperate with their local business community is through Junior Achievement (JA). It's a 61-year-old organization with youth involvement programs of proven quality administered from JA national headquarters in Stamford, Conn.

The oldest, largest and by far the best-known of five JA activities has the same name as the parent corporation: **Junior Achievement.** The Junior Achievement Program is designed to give students in grades 10-12 an opportunity to learn about free enterprise business operations first hand by helping them organize and operate their own companies.

In addition, JA offers four other programs:

- **Project Business** — A one-semester course for eighth and ninth grade students that fits into the format of established social studies or economics classes.
- **Applied Management** — A flexible structure of practical and theoretical economic education activities for college students.
- **Economic Awareness** — An umbrella term for several programs designed to make business and economic information available to the general public. Included is "Econ, USA," a series of mailings to people who are interested in the high school JA program but have never been active in it.
- **Job Education** — A program that provides part-time summer employment for inner-city high school students. It combines practical work experience with lectures and discussions on business topics.

At JA corporate headquarters in Connecticut, a small professional staff designs program materials, provides leadership training for JA staff and volunteers in local communities and administers JA operations throughout the country. Control is vested in a national board of directors composed primarily of corporate executives. In 1980 the board was chaired by the president of Xerox Corp.

From national headquarters, JA franchises are granted to applicants from communities across the country and abroad. In early 1980, there were about 250 franchises in all 50 states and 13 foreign countries. JA franchises are granted in one of two ways: (1) someone from a local business community can initiate the application procedure by contacting JA headquarters, or; (2) JA may contact local business leaders and, through them, call a meeting of community leaders — including educators — to discuss the possibility of applying for a franchise.

Applicants must demonstrate sound financial backing as well as the capability and willingness to operate one or more of the JA programs in a quality manner. In addition to methods and materials, franchises receive technical assistance and monitoring from both JA headquarters and one of five regional offices — Hartford, Cleveland, Atlanta, St. Louis and Denver.

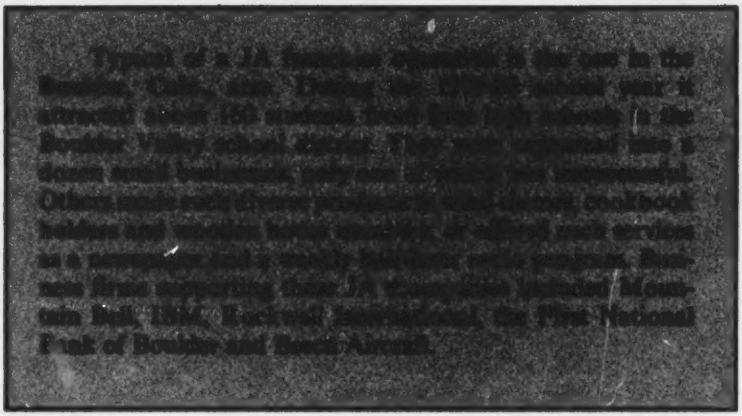
The High School Program

Every fall, soon after the new school year has begun, about 200,000 high school students in more than 1,500 communities nationwide volunteer to participate in a 30-week, after-school program where they set up and operate their own businesses. This is the Junior Achievement Program, flagship of the JA fleet. Volunteer advisors from the local business community work with groups of 15-20 students, usually one night per week for a three-hour period.

Each group of students constitutes a small business. Under the direction and supervision of their volunteer advisors the students: organize themselves along corporate lines; choose a product to manufacture or a service to offer; sell stock to parents, neighbors and friends to raise capital; produce, promote and sell their company's product or service; keep their own books; pay rent and taxes; and pay themselves salaries.

In the spring, at the end of the 30-week period, they liquidate their company, prepare an annual report and, if successful, return a dividend to their stockholders.

About 85% of JA companies manufacture a product, ranging from desk sets to silkscreened T-shirts. A JA service company might be a newspaper, radio or TV production firm or a bank that handles the finances of other JA companies in a franchise. Products usually are sold door-to-door and at JA trade fairs, where companies set up booths in shopping centers. Most JA companies prove to be moderately profitable, although a few lose money; some have been unusually sucessful.



Businesses support JA activities in one of three ways: annual financial contributions that are tax deductible, encouraging employees to volunteer to work with students and loaning executives who remain on full salary while serving JA in various capacities.

JA does not accept federal funding, nor is it linked financially to the school systems from which it recruits its members.

There are many reasons why students volunteer for JA, not the least of which is that more than 100 school districts grant high school credit for JA participation. Other reasons cited by students across the country include the opportunity to learn about the business world and make local business contacts, the fact that it's a coed activity (about 55% female nationally) and "the chance to make decisions, which I can't do at home or at school."

Related benefits and activities include scholarships and regional, state and national gatherings that feature seminars and speakers on a variety of business and economic topics.

Project Business

The JA program offering a more direct link with educators, including teachers, is Project Business. It's JA's fastest growing program, having expanded from four test cities and 5,000 junior high school students in 1975-76 to 81 JA franchises and 140,000 students in all 50 states during the 1979-80 school year.

Unlike JA's high school program, Project Business is an in-school activity. Designed for use at the eighth and ninth grade levels, it

provides one hour per week of local business involvement in classroom activities for up to 18 weeks or one semester. Teaching is done by a local businessperson, who has been specially trained by JA, sometimes in conjunction with the regular teacher, sometimes with the assistance of a high school student who has experienced the regular JA program.

Curriculum content has been developed and tested by JA headquarters staff. It involves several aspects of economic education and includes career exploration field trips in communities as well as regular classroom sessions.

Local school systems pay nothing for JA's Project Business program. It's entirely supported by the local business community. When a local businessperson goes into a junior high school to conduct Project Business sessions, he or she has the necessary materials and knows exactly what to do and how to do it.

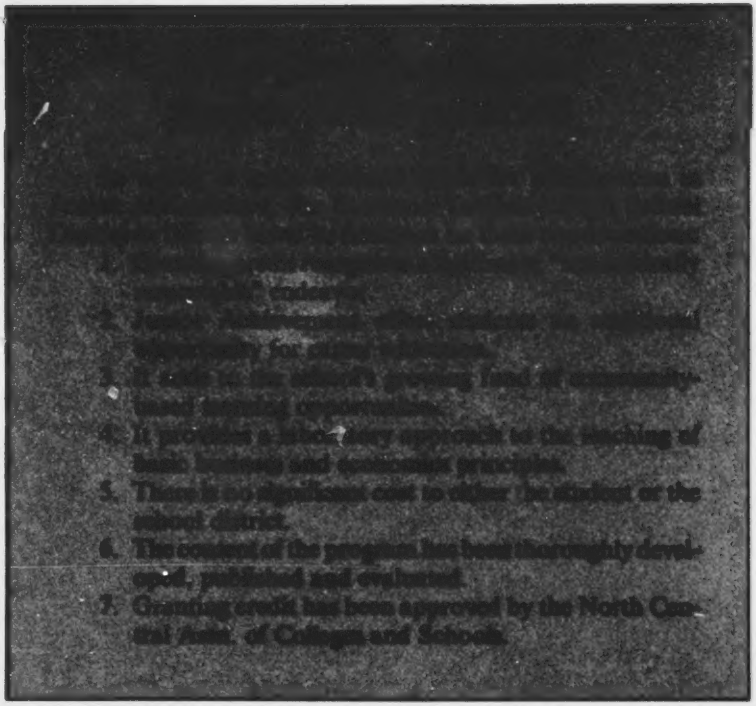
JA developed Project Business because:

- With growing public interest in career and economic education, JA felt it should expand its activities to the junior high school level.
- JA wanted more direct working relationships with educators.
- JA sought a program for the individual businessperson, rather than the team of three or four required in the high school program.
- JA also sought a way of reaching far more youth than is possible through the high school program alone.

The result is a quality program that offers educators a simple, no-expense way of cooperating with the local business community.

Is Junior Achievement Effective?

JA's student members around the country are tested regularly to determine their business knowledge and attitudes. In a recent test of 2,500 student participants, 60.4% knew that industry on the average makes profits of from three to six cents on the dollar. In contrast, a recent Gallup poll indicated that college students generally believe industry makes profits of up to 45 cents on the dollar.



Problems of JA-Education Cooperation

Despite its success in those communities where it has operated, JA remains a small — but not unimportant — factor in business-education relations nationwide. The high school program, for example, involves only about 2% of all students in grades 10-12 throughout the nation.

Many of the reasons why JA hasn't had a greater impact lie in traditional business-education suspicions of one another. In early 1978, the federal career education office sponsored a seminar on Junior Achievement activities and contributions. Participants from JA headquarters, regional offices and local franchises cited a number of problems they have encountered in dealing with educators, including:

- **Gaining teacher interest and participation in JA efforts.** Although school administrators generally support JA activities, classroom teachers more often are uninterested or even hostile.

- **Gaining academic credit for the high school program.** Although more than 100 school districts do offer credit for the Junior Achievement Program, many more do not. Reasons cited include: JA is not taught by certified teachers and the school system has no basis for judging the competencies students acquire through JA. Credit, of course, not only is a factor in recruiting students into the program but also provides JA with credibility among both educators and parents.
- **Teacher attempts to dilute the quality of Project Business.** Seminar participants cited examples of teachers revising project manuals to "improve" them. Also, some teachers have refused to become part of the project teaching team.
- **The "competing forces" problem.** Some educators, in their zeal to involve local businesses in school activities, have ignored a local JA franchise and dealt directly with the same organizations in the private sector that JA depends upon for support.

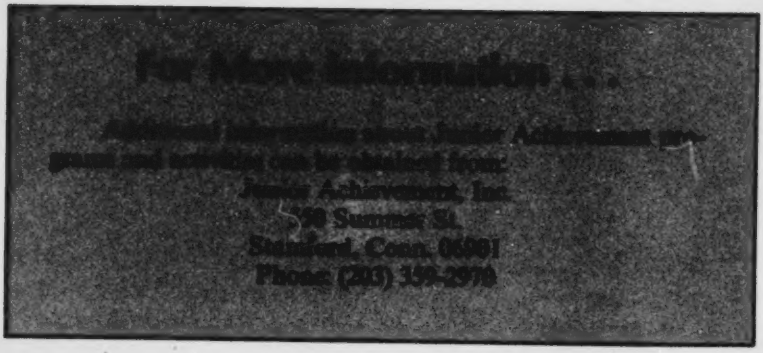
Why Educators Should Support Junior Achievement

Educators have a great deal to gain and nothing to lose by actively supporting Junior Achievement programs, according to Kenneth B. Hoyt, director of career education programs for the Education Department. Hoyt lists three reasons:

First, he says, JA programs have been "developed, tested and validated over a long period of years." Hoyt believes it would be difficult, if not impossible, for a school district — or even a consortium of school districts — to develop through their own efforts and to implement "programs of economic awareness and understanding that would be of as high quality as those JA has already developed."

Second, he notes, "the JA effort, as a national movement, was initiated by and continues to enjoy the support and endorsement of many of our nation's leading corporations and industries." Hoyt believes that if the education community would become more involved in JA, it would generate more support of education from the business community. "Education needs this kind of support," he asserts. "JA can help make it a reality."

Finally, Hoyt believes that JA programs "represent an effective vehicle for use in establishing and furthering effective working relationships between educators and persons from the business-industry community."


For More Information
Phone: (203) 359-2979

Chapter 3

School-Business Partnerships

On a Friday evening in March 1980, viewers of TV Channel 7 in Denver saw one product of the trend toward school-business partnerships. Students and teachers from Denver's Manual High School, working with personnel from KMGH-TV, CBS' Denver outlet, had produced a half-hour documentary on the positive aspects of aging. "And Not to Yield" was researched, written, directed and edited by high school juniors and seniors. It was filmed and aired by Channel 7 as part of its agreement with Manual High under Denver's Adopt-A-School program.

"Adopt-A-School" is a common label for one-on-one partnerships between a business, organization or agency and a single school. It's a concept that developed primarily in a number of big cities during the 1970s in response to one or both of two forces: the urban school crisis, including desegregation; and the career education movement.

The genius of the adopt-a-school or partnership approach to school-business collaboration is its simplicity. A business interested in helping a school is matched with a school seeking outside assistance. Representatives of the two get together and determine what kind of business contribution is possible to match school needs. The results may range from tutors provided by the business to significant changes in the school curriculum, from managerial assistance to staff development. Some school-business partnerships are limited, others are comprehensive.

Adopt-A-School and JA Comparisons

Unlike Junior Achievement, there is no national organization that coordinates adopt-a-school or partnership activities. JA is more than 60 years old; the school-business partnership concept is of more recent vintage. Whereas JA requires minimum school involvement, adopt-a-school relationships often have daily impact on both the school and the business. And while JA's high school program is an extension of the school day, school-business partnership activities usually take place as an integral part of the school day.

An Example — And A Model

The absence of a national adopt-a-school organization means that school districts interested in learning how to establish partnership programs must contact someone in another district with some experience. One of those frequently called upon for advice and assistance is Marianne Abrams, executive director of the organization that coordinates school-business cooperative activities in Boston, the Tri-Lateral Council for Quality Education, Inc.

Tri-Lateral was formed in 1974 through the cooperative efforts of the Boston School Department, Greater Boston Chamber of Commerce and the National Alliance of Businessmen. Its purpose is to concentrate business experience, resources and personnel on improving the quality of education in Boston schools. Specifically, Tri-Lateral objectives include:

- Developing student awareness of the continuing value of meaningful education in their lives and careers.
- Providing increased opportunities for students and teachers to develop understanding of business operations and awareness of career opportunities.
- Broadening student skills and aptitudes needed for promising careers today and in the future.
- Establishing curricula enlivened by business imagination, resources and people.

Tri-Lateral's major activity has been the establishment of school-business partnerships throughout the city. These are collaborative efforts that emphasize a one-on-one relationship between a major company or government agency and a local high school. To date, 20 companies or agencies are linked to 19 high schools. Programs reflect the diverse needs of each school and the unique resources of each business. For example, a bank sponsored a career awareness day at one high school, invited students from all high schools in the city to attend and succeeded in recruiting representatives from more than 100 business firms to participate. An insurance company helped with security, office operations and management at a new high-rise high school. Another bank includes teachers in a three-week summer training program for new executives. And the Massachusetts Port Authority provides internships for students in one high school.

Businesses involved in Tri-Lateral's partnership program include some of the giants of the Boston area economy: Gillette, Honeywell, Liberty Mutual, Prudential, John Hancock, General Dynamics, IBM, Boston Edison, New England Telephone and Blue Cross/ Blue Shield of Massachusetts.

The key to Tri-Lateral's success with partnerships, according to Abrams, is that each school and each business appoints a coordinator to work out the details of business involvement. "Commitment from the top is meaningless unless creative and committed individuals are chosen to serve as liaisons within each organization," Abrams asserts. Coordinators must be able to work well with their superiors and interact well with one another. While school coordinators may be drawn from the ranks of teachers, counselors or administrators, business coordinators most often come from either the personnel or public relations departments.

On the basis of her experience, Tri-Lateral director Abrams has a word of caution for large school districts that may be planning an adopt-a-school or partnership approach: Don't try to do too much too soon: develop partnerships school-by-school rather than establish the concept system-wide all at once.

An Elementary-Junior High School Model

Most adopt-a-school or partnership programs initially involved only high schools, perhaps because corporate America anticipates a quicker return on an investment at that level. But one city — Baltimore — in 1976 developed an adopt-a-school program that from the first was limited by design to pairing 18 business firms with an equal number of elementary and junior high or middle schools. The focus of Baltimore's approach was two-fold: first, to improve student achievement in the basic skills of reading, writing and computation; and, second, to help motivate students to take greater advantage of school opportunities and become more responsible.

Schools were encouraged to draw up a list of needs, but were informed that the adopting firm was not to be solicited for money, band uniforms or office equipment. On the other hand, companies were reminded that they were involved to help improve school effectiveness and not indulge in commercial exploitation or corporate image-building.

Seven basic program elements or options emerged from the first two years of Baltimore's program:

1. Activities to improve student motivation, attendance, punctuality and behavior and to counter alienation and negative attitudes toward school and the future.
2. Career awareness activities to acquaint students with a variety of employment possibilities and what is needed to obtain and hold a job.
3. Work-study projects that allowed students to be employed on a part-time basis while continuing their work at school.
4. Contributions to the existing school curriculum, including projects designed to improve student achievement in the basic skills.
5. Involvement in school publications, a device for reinforcing and enriching language skills, art and photography.
6. Helping potential dropouts and alienated students overcome their negative attitudes.
7. Activities designed primarily to express solidarity and goodwill between adopt-a-school partners.

Most partnerships involved two or more of these program elements, of course. Two of Baltimore's adopt-a-school programs proved unusually effective. One was a work-study project, the other a basic skills instruction program.

In 1976, Rock Glen Junior High school enrolled 2,300 students in grades 7-9. The student body was 80% non-white, the teaching staff 60%. The school was notorious for racial strife and truancy. The Baltimore Gas and Electric Co. (BG&E) deliberately took on the challenge of a pairing with Rock Glen.

Concentrating on those students deemed most in need of help, BG&E established a work-study project that allowed about 20 selected ninth graders each month to combine part-time work at the company with part-time school work. The selection process was competitive, based on school attendance and conduct. An evaluation of the program indicated that students involved in work-study had better attendance records and fewer disciplinary incidents, failures and dropouts than a comparable control group.

Baltimore's best-known adopt-a-school pairing was the Chesapeake and Potomac Telephone Company's (C&P) program at Guilford Elementary School. It was an adaptation of the company's own individualized reading project — known as Atlas — to improve the reading skills of C&P employees.

At Guilford, the company's developmental, rather than remedial, approach was attempted initially on a group of about 90 fifth graders in both reading and mathematics. C&P's lab-based teaching strategy

requires periodic pre- and post-tesing, so student achievement rates can be closely monitored. Pupil achievement gains at Guilford were so significant that the C&P program was expanded to all students in grades 1-6.

Variations On A Theme

The adopt-a-school or partnership programs in Denver, Boston and Baltimore are typical of school-business cooperative activities in many communities. Whether school-business pairings are known as "partners," as in **Cincinnati** and **Pittsburgh,** for example, or as "adopt-a-school" programs, as in many other school districts, the objectives and *modus operandi* are generally similar.

There are some variations to the theme and the use of terminology, however. In **Minneapolis,** for example, school-business pairings are only one of a number of joint projects coordinated as school-business partnerships by the Minneapolis Public Schools and the Greater Minneapolis Chamber of Commerce.

In **Dallas,** "adopt-a-school" is but one part of a comprehensive program to involve the entire community in public education. Companies and civic organizations or agencies can "adopt" more than one school and many schools have a number of assisting firms or organizations.

Similarly, in **Dade County, Fla.,** the Dade Partners program provides opportunities for all segments of the community to form "partnerships" with one or more schools — or with the entire school district.

In its purest form, as in BG&E's project at Rock Glen or C&P's program at Guilford, "adopt-a-school" means a one-on-one relationship between a business and a school. Both Baltimore efforts required unusual corporate investments in time, personnel, material and money. But their success indicates that carefully designed and cooperatively operated school-business partnerships can pay off in better educated and more highly motivated students.

Principles of the Partnership Concept

The leadership of Boston's Tri-Lateral Council for Quality Education supports the following principles in establishing school-business partnerships:

1. Both parties must understand each other's institutions, including management systems, resources, limitations and delivery systems.
2. Educational policies must be designed to serve society as a whole and aim at increased proficiency in all trades, services and strata of work — from the professional level to that of unskilled labor.
3. School-business pairing must be based on matching identifiable school needs with available business resources.
4. Each partnership relationship must be autonomous and free to develop programs based upon identifiable needs and available resources.
5. Each partnership organization must appoint a coordinator to assume responsibility for program development and administration.
6. The business partner must be viewed as an integral part of the school and be included in program and curricula planning.
7. Participation in partnership programs must include both faculty and students.
8. A system for sharing information between and among partnership members must be developed and used to ensure full use of available resources.
9. Business partners must be encouraged to bring in additional resources as appropriate, thereby offering schools as comprehensive a program as possible.

In addition, there are three "don'ts":

1. The partnership should not be viewed as a recruitment channel for positions.
2. The partnership should not be a public relations event for either member.
3. Neither partner should make promises that cannot be kept.

Chapter 4

The Business Community and City Schools

During the 1970s, the attitude of many urban business communities toward city schools shifted from indifference to alliance. There were two broad reasons. First, in many cities, a multi-faceted urban schools crisis threatened to offset the economic and social gains of urban redevelopment. Second, three education movements that developed at about the same time proved unusually amenable to business involvement in school activities.

The urban schools crisis was — and in many cities continues to be — marked by a perverse combination of desegregation, middle-class flight, high rates of youth unemployment and increasingly severe financial constraints. The result was a drastic change in the character and image of city schools. Partly due to the reputation of a few select high schools, cities once were regarded as beacons of excellence in American education. But by the 1960s they had become systems under seige. Forced by law and court order to equalize the distribution of material and human resources, instead of hoarding the "best and brightest" in a limited number of elite "showcase" schools, the long-standing commonplace quality of urban school systems as a whole came sharply into focus.

Predictably, the business community reacted with alarm. City schools, once regarded with pride, came to be recognized as a costly liability. Understanding that the future quality of life in the city was closely linked to the quality of public schooling, businesspeople reacted either by moving out — to the suburbs — or moving in — by getting involved.

At the same time, urban educators came to recognize that they no longer could do it alone. Their schools faced unprecedented social, financial, legal and managerial problems. Foremost among the movements that marked a change in prevailing attitudes — one that sought cooperative endeavors with community forces — was career education.

Brought to the fore in the early 1970s by the then U.S. Comr. of

Education Sidney P. Marland, Jr., career education was a concept that quickly captured the interest and support of significant segments of the nation's business community. Perhaps the single most important endorsement came from the usually conservative and heretofore uninvolved Chamber of Commerce of the United States. With a membership of more than 70,000 firms and with state and local chapters throughout the country, it is the largest and most influencial business-industry organization in the country.

In 1973, the Chamber sponsored a national conference on career education that produced a number of proposals for collaborative efforts by local school and business communities. As a result, in many cities it has been the chamber of commerce or its equivalent that has assumed a key leadership role in the development of cooperative activities — the Greater Boston Chamber of Commerce in the formation of the Tri-Lateral Council, for example, or the Greater Minneapolis chamber in forging that city's program of school-business partnerships.

The other two education forces that emerged during the 1970s lacked the direct appeal for school-business cooperation of career education but served to get business involved, nevertheless. One, stimulated by reformers from within education's own ranks, was the movement to develop a variety of alternatives to traditional schools. The other, usually imposed upon educators by outside forces, was the back-to-basics movement that evolved into a focus on competency-based schooling.

It was in no small part due to employer pressure that the back-to-basics movement developed to ensure that high school graduates achieved at least minimal proficiency in reading, writing and computation skills. Employers were distressed to learn that recent graduates seemed unable to read simple directions, write a coherent sentence or correctly add a column of figures. The problem was particularly acute in urban centers and, as a result, urban business leaders were among the strongest proponents of minimum competency standards. And once the appropriate policy-making body had acknowledged the need for such standards, businesspeople often were actively involved in helping to determine what the standards should be and how they were to be measured.

Efforts to promote educational options and alternatives within tradition-ridden local public school systems — and not incidently to aid desegregation — were marked in many cities by the creation of so-called magnet schools. As the name implies, these were schools designed to attract youngsters from throughout the city, regardless of long-standing school attendance boundaries. They usually had a spe-

cialized, career-oriented curriculum focus — human services, transportation, business, public services — and frequently were conceived, developed and operated with the active assistance of the local business community.

And so, the urban schools crisis awakened the business community to the need to do something just as the education community began to seek help. The result in many cities was the development of comprehensive programs of business-industry cooperation and involvement in local school affairs.

Tale of Two Cities: Minneapolis and Dallas

Two cities that have comprehensive programs of business-industry involvement in public education are Minneapolis and Dallas. In both cases the local chamber of commerce assumed a leadership role.

Minneapolis schools enroll more than 40,000 students. About 25% come from minority families, 35% are eligible for free or reduced lunches and 15% receive special education services. Nearly 20% drop out of school before their class graduates.

In the early 1970s the Greater Minneapolis Chamber of Commerce and the Minneapolis Public Schools initiated a series of joint projects now know as school-business partnerships. An Education Council composed of a dozen key business and school leaders supervises and coordinates chamber education activities in three broad areas: career education, economics and citizenship education and sharing business resources.

Career education activites include:

- Action Learning — More than 1,000 Minneapolis students participate annually in one of two kinds of "action learning" programs designed to enhance their learning through direct experience in business and industry. One approach, termed applied learning, uses the action learning experience to supplement and enrich specific academic courses. Students use their experiences in business or industry to test the validity of course content, gather data or investigate issues. In the other approach, called career exploration, student experiences in business or industry are not linked to any particular course but rather are designed to provide firsthand knowledge about occupational areas of interest. Businesses that have provided Minneapolis students with action learning placements include Burlington Northern, European Health Spa,

Chamber of Commerce: How To Do It

The following proposals for strengthening cooperation between business and the schools were developed at a national conference on career education sponsored by the Chamber of Commerce of the United States:

- Exchange programs between business, labor, industry and school personnel.
- Field trips emphasizing workers performing specific jobs.
- Work experience for all high school students, paid or unpaid, but for credit.
- School-industry job placement programs.
- Occupational resource persons from business, industry and labor to provide personal contacts with students.
- Year-round schools staffed in part by business, industry and labor personnel.
- Use of retired persons as resources in schools.
- Equipping every student leaving school with a marketable skill.

Fanny Farmer Candy, General Mills, Honeywell, Northwestern Bell, J.C. Penney, Pillsbury and Prudential Insurance.

- School-Business Pairings — The Minneapolis version of adopt-a-school is called school-business pairings. It's a one-to-one relationship between a secondary school and a business or industry. Examples include an internship program whereby selected chemistry students at Marshall University High School spend one-half day per week participating in research activities at General Mills laboratories and a Career Prep Club sponsored by IBM that instructs North High School students in how to fill out a job application, interview for a job and develop proper work habits.
- Teacher Internships — To help educators learn first-hand how business and industry function, a number of firms offer 4-8-week

paid summer internships for selected teachers. Preliminary screening is done by a special chamber of commerce committee with final selection by the sponsoring business. Teachers are paid about $1,000 per month for the experience. Objectives of the program include making teachers more aware of daily business needs so they can share their experiences with students, and improving business and industry's understanding of education.

Economic and citizenship education activities are conducted through a Learning Center for Economics, formed in 1975 by the Minneapolis Public Schools with the cooperation of chamber of commerce staff and committees representing business, school and labor. Supported by matched, business-school funding, the center sponsors workshops for students and teachers, and through a foundation grant has developed 12 case studies of local business firms for classroom use.

Sharing business resources involves a pool of several hundred business and community volunteers who are willing to talk with secondary school students in their classrooms, sharing their first-hand knowledge about specific careers and offering insights about the business world. Teachers and counselors receive a catalog that lists all the topics and speakers available. Scheduling and evaluation is handled by a full-time coordinator at the chamber of commerce.

In addition, the chamber has been helping find jobs for Minneapolis educators laid off because of declining enrollments.

Community Involvement in Dallas

The role of business and industry in the **Dallas** public schools is but **one part of** an extensive community involvement network. Formed in **early 1976** to help achieve peaceful implementation of court-ordered **desegregation**, the Community Network for Public Education consists of **eight task** forces, each of which represents broad special interests throughout **Dallas**. The Network, as it is commonly called, serves as an umbrella for all community groups working to improve schooling for 130,000 Dallas students. The task forces represent business, real estate, religion, civic organization, PTA, youth service agencies, higher and private education and district advisory committees. Representatives of these task forces meet monthly under the aegis of the Network to coordinate activities.

The Business Task force is the education committee of the Dallas Chamber of Commerce, a group actively involved in local school

affairs since 1965 when planning began for the model career education facility known as Skyline Center. Opened in 1971, Skyline is both a regular comprehensive high school and a special career development center offering programs in "job clusters" ranging from aviation technology to interior design. Each cluster is guided by a chamber of commerce committee of local businesspeople, so courses remain up-to-date.

Skyline's career development programs served as prototypes for the city's seven magnet schools, created in response to the desegregation order. Each magnet school specializes in a particular career area — human services, business and management, health professions, transportation, etc. There is a chamber of commerce advisory committee of business and professional people for each magnet school.

The leaders of Skyline's career development committees and the magnet school advisory committees constitute the chamber's Career Education Advisory Board, which coordinates business-industry involvement in career education programs throughout the city. In 1977-78, more than 400 business and professional people served on magnet school or career development center advisory committees, planning programs, providing resources and advising on trends in a given field.

Other activities involving business in Dallas schools include:

- Adopt-a-School — Dallas prefers a shotgun rather than a rifle approach to the adopt-a-school concept. That is, rather than a one-on-one arrangement — one business, one school — it has many-on-one. Any number of businesses, civic organizations, churches, youth groups — in short, any part of the Network —can "adopt" a school and help fulfill some of its needs. Assistance may range from donating a few hundred dollars to giving employees paid released time to help tutor youngsters who need help. As a result, many Dallas schools have multiple adoptions. One high school has seven major corporations assisting it. A full-time adopt-a-school coordinator is on the staff of the chamber of commerce.
- Project Business — Dallas was an early supporter of the Junior Achievement program to teach eighth and ninth grade students basic economic skills. Beginning with four schools in 1976-77, the program has been expanded every year since. Course material costs are absorbed by volunteer firms and the weekly class is taught by JA-trained "consultants" from the local business community.
- Gifted and Talented Program — Outstanding Dallas high school

juniors and seniors can spend one school quarter or more with a sponsor in the community. Students either work with top business or professional people, exploring a particular career interest, or, if the student is artistically gifted, spend time with a master teacher of the arts, refining skills.

In addition, the Dallas Chamber of Commerce has been actively involved on two other fronts: needs assessment and community relations. A number of management studies have been conducted, and chamber support was essential to the success of the desegregation effort in 1976 and voter approval of an $80 million bond election a few months later.

Three Notable Programs

Some cities have notable examples of business-industry cooperative endeavors with the local public school system. Three of the more interesting can be found in Cincinnati, Chicago and Pittsburgh.

The **Cincinnati** Business Committee (CBC), a small group of 22 of the city's top business leaders, is dedicated to improving city government, city schools and downtown development. A few years ago, Supt. of Schools Jim Jacobs asked CBC for assistance in areas where the school system didn't have expertise, couldn't afford to hire it and had no ready access to local management specialists. CBC has responded by preparing detailed task force reports on a variety of management issues, including food services, plant maintenance and operations, energy conservation, financial planning and management and school insurance needs.

According to Carol Davidow, CBC's coordinator for schools, all task force recommendations have been implemented "to some degree." One of the most significant, she reports, is the recommendation that school budgets be prepared on a building-by-building basis. As a result, task forces have helped train building principals in budget preparation.

In **Chicago**, a network of career development centers has been established by the Board of Education and Chicago United, a consortium of the city's top business and social leadership.

The centers are alternative mini-high schools that provide selected juniors with on-site career education experiences for credit. For a semester students attend regular classes in the mornings and then, in groups of 30, attend one of the 17 centers in the afternoons for on-site experiences under the direction of full-time public school teachers.

What Business Asks of Schools

According to Richard Lesher, president of the Chamber of Commerce of the United States, business needs to ask schools to provide:

- Discipline in the formative years — and in the workplace.
- Greater emphasis on basic skills, particularly the ability to read, write and compute.
- Ability to adapt to rapid change in our increasingly complicated and highly technical society.
- Inclusion of parents and business, industry and labor groups in the formulation of education policy.
- Effective programs for the eight out of 10 secondary school students who will never complete college.
- Learning opportunities outside the present formal education structure so students will be less isolated from the real world.
- Fair and realistic measurement of school outputs in human rather than statistical terms.
- Accountability for student results in a world of almost unlimited career opportunities.

Center sites include banks, department stores, hotels and Midway Airport. Use of facilities is donated by the various sites.

According to Patricia Morgan, Chicago United's coordinator of the program, "there are no discipline or attendance problems." Unfortunately, she reports, the program was temporarily a victim of Chicago's early 1980 school finance crisis. Chicago United hopes to revive it through private funding.

Meanwhile, in **Pittsburgh**, teachers may apply for special funds for innovative projects, thanks to a Mini-Grant Program sponsored jointly by the city schools and the Allegheny Conference on Community Development, a planning agency representing 40 major business firms in the area.

According to Jane Burger, program director, teachers can receive one-year grants of about $500 to provide something new that will benefit students. Initial awards in early 1980 were for projects ranging

from elementary school nutrition to a high school-level leadership development course.

In the first round of competition, Burger reports, 83 applications were received and 26 awards were made. She'd like to expand the program to include counselors and principals, if funds become available. Interestingly, Burger reports that Pittsburgh got the mini-grant idea from Minneapolis. "But they no longer do it," she says.

For Further Information

Additional information about the programs described in this chapter can be obtained from:

Greater Minneapolis Chamber of Commerce
15 South 5th Street
Minneapolis, MN 55402

Dallas Chamber of Commerce
1507 Pacific Avenue
Dallas, TX 75201

Cincinnati Business Committee
1705 Fifth-Third Center
511 Walnut Street
Cincinnati, OH 45202

Chicago United
6 North Michigan Avenue
Suite 1300
Chicago, IL 60602

Allegheny Conference on Community Development
1 Oliver Plaza
Pittsburgh, PA 15222

Chapter 5

Business, Industry and Community Colleges

At the North Campus of the Community College of Denver (CCD), more than 70 employees from a nearby General Electronics plant are regularly enrolled in courses designed to improve their job skills. The company reimburses its employees for the cost of the training upon satisfactory completion of the courses.

At a major Dallas electronics firm, the Dallas County Community College designed a credit program for the on-site training of machinists. In addition, the same firm sends trainees to the college's Mountain View Campus where courses are taught 24 hours a day, five days a week to accommodate the schedules of shift workers.

Early in 1980, a major textile corporation in South Carolina contracted with Tri-County Technical College in Pendleton to provide prospective supervisors with on-campus training. The employees receive their regular pay while at the college and away from their production jobs two days each week. At the same time, during the three quarters they will be in the program, they will earn more than 15 hours of credit toward an associate degree in textile management.

These are just a few examples of how community colleges across the nation have developed mutually beneficial working relationships with nearby businesses and industries.

"The difference is in the delivery system," says Ralph Duncan, director of industrial applied sciences at CCD's campus north of Denver. "We can provide industry with greater flexibility than can the more traditional education institution," Duncan adds, citing a variety of courses in metallurgy, welding, blueprint reading and electronics that are provided by CCD instructors at nearby businesses.

According to Duncan, CCD, like other community colleges, takes the initiative both in offering courses tailor-made to meet industrial needs and in responding to requests from industries for specific programs.

How did the nation's community colleges come to forge such close links with business and industry?

From Liberal Arts to Occupational Education

In the wake of World War II, when the community college movement began, they were known as "junior colleges" and were considered to be an economical and convenient way of providing recent high school graduates with the first two years of a liberal arts education. After two years, most students expected to transfer to traditional four-year colleges or universities. Occupational offerings, if they existed at all, were looked upon as a means of attracting more students to the campus so the college could serve a larger segment of its community. Rarely were the liberal arts and occupational programs integrated into a coordinated whole. Instead, occupational courses were considered to be only alternatives to the more prestigious liberal arts offerings, a useful form of postsecondary training for those not planning to seek a bachelor's degree. The average age of junior college students was in the low 20s and the majority were enrolled in liberal arts programs.

In the 1960s, however, the character of students attending two-year colleges began to change. The colleges, in turn, began to change their focus to meet new demands. Increasingly, the students were older and more interested in acquiring employment-related skills. By the late 1970s, the average age of students attending two-year colleges — now commonly called community colleges — had risen to the upper 20s. And 57 percent of all programs offered were vocational or occupational.

Major areas of study in community colleges today are business and management, engineering and technology and nursing and health. All require close links with business, industry and medicine to remain up-to-date.

That's why Portland Community College in Oregon, for example, has more than 800 persons working on 90 industry-business committees. They insure that the college's courses and programs keep up with the changing needs of area employers.

Four Kinds of Programs

Generally, community colleges today offer four kinds of programs:

- Liberal arts programs leading to an associate degree; credits usually are transferable to four-year colleges.
- Occupational programs leading to an associate degree and entry-level positions in business and industry.

- Short-term certificate courses that often are specifically designed to meet local industry needs.
- Community service programs for the enjoyment or enrichment of local citizens.

The local business community usually is very much involved in planning and monitoring both degree-granting and short-term occupational programs, and often is called upon to assist in developing community service programs as well.

One of the most popular community service courses ever offered by CCD, for example, was "How to Renovate Your Antiquated Home and Still Stay Happily Married." Developed in response to a renovation boom in the area, the 10-seminar series involved local architects, contractors, bankers and realtors.

In addition to responding to specific industrial or community needs, many community colleges also are actively involved in regional economic development activities. For example, the North Central Connecticut Education-Work Council is based at Asnuntuck Community College in Enfield. Under the leadership of college administrators, its long-range goal is the revitalization of the southern Massachusetts-northern Connecticut portion of the Connecticut River valley to foster economic development, make better use of available resources and create jobs. The council's models are far from modest — North Carolina's Triangle Research Park, the Stanford Industrial Park in California and developments along Route 128 outside of Boston.

What Do Community Colleges Need From Industry?

Don C. Garrison, president of Tri-County Technical College in Pendleton, S.C., and a member of the Board of Directors of the American Assn. of Community and Junior Colleges, cites eight attributes industry needs for better relations with community colleges:

- Mutual trust. "Business and industry leaders must be willing to trust the community college and they must give the college the opportunity of responding to a need once they have been introduced to the capabilities of the college."
- Time. "Industrialists must be willing to give of their time by involving themselves, and particularly their key employees, in the affairs of the college."
- Promotion and communication. "Make guest speakers available, award scholarships and contribute to the general scholarship fund of the college and to its foundation."
- Information. "Provide the community college with the information needed for program justification, content and termination."
- Needs. "Communicate to community colleges the specific competencies, skills and knowledge that graduates of occupational programs must possess."
- Criticism. "Provide objective, candid and positive criticism."
- Advocacy. "Speak to the community on behalf of the college."
- Contacts. "Stay in regular contact with the college placement office."

Chapter 6

Education: Big Business For Private Industry

In addition to a variety of cooperative endeavors with schools and colleges, the American business-industry sector has a multi-billion dollar education investment of its own. On one hand, there is an extensive and growing training and development system to improve the performance of corporate employees. On the other is an increasing influx of free or low-cost corporate materials into elementary and secondary school classrooms across the country.

Many educators know little about the first of these corporate activities, a $2 billion business in 1975; the second, however, generated a good deal of controversy in the late 1970s. Together they represent substantial corporate involvement in education activities.

Corporate Training Programs

American private industry includes a sophisticated employee education system designed to provide two kinds of training and development: remedial for younger, entry-level workers; and enrichment for older, mid-level employees.

Behind the movement by business and industry into remedial training programs is increasing dissatisfaction with the performance of conventional schools and colleges in teaching basic skills, particularly in mathematics and communications.

"We're doing what they ought to be doing.... College graduates can't write reports; high school graduates can't read, spell or write; and typists can't type more than 30 words a minute—and they all have poor vocabularies."

That view of the director of management development at one large firm is included in a recent study on education in industry by the Conference Board, a New York-based business research organization.

Corporate enrichment education activities, usually designed to upgrade the technical or managerial skills of older employees, are

aimed at ensuring that a company's workforce can adapt to new knowledge and technology.

The Conference Board study, a broad sampling of companies with 500 or more employees, found:

- Seventy-five percent of the firms offer some in-house courses. About one-eighth of all employees participate, usually during working hours. That's about 3.7 million employee "students."
- Seventy-four percent authorize some employees—primarily managers and professionals—to take outside courses during working hours at company expense.
- Eighty-nine percent have tuition-assistance programs for employees.

The Conference Board found that the bulk of industry's education efforts and expenditures are devoted to internal, company-operated programs. Most take place during working hours. The study estimated that companies spent about $1.6 billion and employed an estimated 45,000 persons full-time to plan and conduct internal employee training programs.

A smaller portion of employee training activities—about $400 million worth in 1975—takes place outside the company, primarily through colleges, universities or proprietary firms, according to the Conference Board study.

Some examples of corporate education and training programs:

- McGraw-Hill has a unique program for training inner-city minority youth in basic business and secretarial skills. Begun in 1968, it is designed to motivate trainees through such techniques as individualized counseling, typing to music, using educational games instead of tests and allowing students to work at their own speed. More than 90% of all trainees complete the program successfully and are placed in jobs with McGraw-Hill or other companies.
- General Motors operates its own fully accredited engineering and business college in Flint, Mich. The General Motors Institute enrolls 2,000 recent high school graduates with high academic standing in science, mathematics and English. Over five years, students alternate periods of full-time study with periods of full-time work for GM. Upon graduation they receive degrees in engineering or industrial administration, and 96% of all graduates continue to work for GM.
- The John Hancock insurance company, fourth largest in the country, has a 70-course career education program that enrolls about 2,000 Boston-area employees each year. Programs range

The Industrial Model of Education

According to the Conference Board study, the corporate education system has three characteristics that set it apart from conventional schools and colleges:

- Unusually high participant motivation. All are adults learning in circumstances in which the rewards of success—as well as the penalties of failure—are perceived to be high, involving present and future earnings as well as prestige, self-esteem and the realization of career goals. As a result, the corporate educational philosophy implies that the responsibility for failure lies not with the students but with the instructional staff and teaching materials. The high motivation factor also makes it possible to use self-instructional techniques and programmed materials.
- The workplace is the setting for both learning and doing. Off-the-job instruction is only the more visible and measurable part of a greater whole. Work experience often is integrated with classroom instruction in planned and individualized sequences of theory and practice, formal learning followed by problem-solving.
- Corporate education is pragmatic. It is a means to a greater end rather than an end in itself. It is geared toward achieving limited and specific objectives in the most economical and efficient way. As a result, most courses are short and maximum use is made of self-study materials that can be reviewed during off-hours.

According to Robert Craig of the American Society for Training and Development, "There's a great deal more individualized instruction in the world of work than there ever has been in the schools. The use of computers is far ahead in the world of work. The use of role-playing, workshops, discussion methods, simulation and other kinds of methodologies is far more advanced. In fact, I think it's generally recognized that the world of work has made much more of a major application of behavioral sciences than has the world of education."

from basic skills to executive development and include courses for employees at the secretarial, supervisory, management and junior executive levels.

- All newly-hired sales and service employees of Xerox Corp. are required to take courses in their fields at the company's 2,265-acre International Center for Training and Development in Leesburg, Va.

As the Conference Board study stated:

"By almost any definition industry is, in fact, no less a segment of the nation's educational system than our colleges and universities, technical institutes and other schools. It develops its own courses and curricula, employs faculty and non-teaching professional staff, carries on formal instructional activities, evaluates its programs and methods and often does these in well-designed and equipped facilities that are devoted to them exclusively."

Tuition Assistance Programs

One of the most common ways employees can improve their skills and knowledge is by taking advantage of company-sponsored tuition aid programs. These provide for full or partial reimbursement of the costs of certain after-hours study in courses for which enrollment is open to a wider public than employees of a particular company—typically courses at nearby colleges and universities.

Tuition-assistance programs have two functions, as described by one corporate educator in the Conference Board study:

"First, to give the individual employee more freedom to pursue his own educational interests; and, second, to fill a vast area of educational and training purposes that companies cannot possibly encompass within their educational structures."

The Board's study found that tuition-aid programs are available to employees in more than 90% of all companies with 1,000 or more workers. Yet, it is estimated that less than five percent of eligible employees participate every year in available tuition-aid programs.

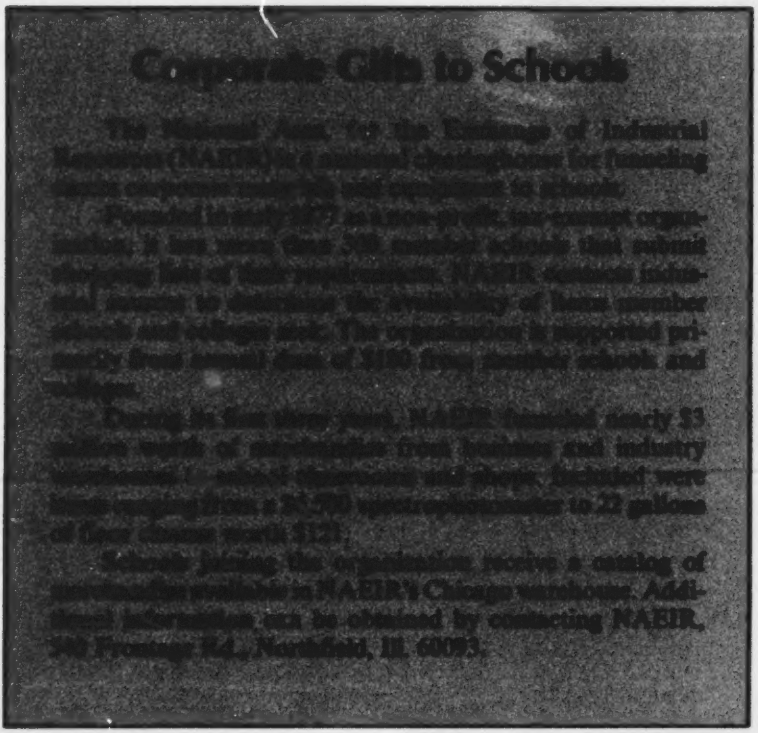
In an effort to discover why such a small proportion of eligible employees take advantage of this "untapped resource," the National Manpower Institute studied a number of programs that attained higher than average rates of worker participation.

Here's what the Institute discovered about two successful programs:

- Polaroid's Tuition Assistance Plan *prepays* 100% of the costs of

approved educational programs successfully completed by employees. All half- and full-time employees are eligible to participate, and the company engages in extensive counseling and publicity to encourage participation. As a result, 10% of Polaroid's workforce takes advantage of the program every year — more than double the national average.

- Kimberly-Clark's Education Opportunities Plan is a comprehensive tuition-assistance program that covers not only eligible employees but family members as well. Each year an amount of money determined by formula is allocated for the personal educational use of each employee. The employee may draw on this account throughout the year. (In 1978 the typical "KimEd" allotment was about $450.) In addition, Kimberly-Clark provides



Corporate Gifts to Schools

financial assistance to employees and their families who participate in a family education savings plan known as FamEd. The company makes an annual deposit to the FamEd account and provides financial incentives for the employee to build the account. Unlike most tuition-aid plans, Kimberly-Clark does not restrict educational activities under KimEd or FamEd to "job-related" courses. As a result, employee participation in the Educational Opportunties Plan averages about 30% annually.

Instructional Aids or Corporate Propaganda?

For many years, either directly or through trade associations, corporate America has produced supplementary materials for use in the schools. They include samples of products, handbooks, brochures, kits, posters, maps, films, filmstrips, short lesson plans and duplicating masters.

Only recently, however, has this influx of "corporate freebies" received national attention. In late 1979, Ralph Nader's Center for the Study of Responsive Law issued a report entitled, *Hucksters in the Classroom: A Review of Industry Propaganda in Schools.*

According to Sheila Harty, a former teacher and author of the report, "Under the guise of 'public service,' corporate industry is

How to Evaluate "Corporate Freebies"

A simple guide for evaluating industry-sponsored educational materials is available from the National Assn. for Industry-Education Cooperation (NAIEC). It provides teachers with a means of rating "corporate freebies" according to objectives, student ability range, content, utilization characteristics, ease of presentation and feedback, on a scale of 1-5. Copies are available from NAIEC, 235 Hendricks Blvd., Buffalo, N.Y. 14226.

courting overburdened teachers and financially strapped school systems with free teaching aids that promote brand names and vested ideologies." Industry, she claims, has stepped up its production of classroom materials on nutrition, ecology, energy and economics — areas of heightened consumer awareness in recent years.

Her study indicated that 64% of *Fortune* magazine's top 500 corporations, 90% of 124 trade associations and 90% of 90 top electric utility companies are providing "informational" materials to teachers; "educational" materials geared toward classroom use by children are being provided by 29% of *Fortune's* 500, 47% of national trade associations and 53% of electric utilities.

Harty cites a 1976 survey by the National Education Assn. that indicates half the teachers in the nation are using corporate materials.

Among illustrations in her report are booklets suggesting ice cream with cereal for breakfast and providing a recipe for breakfast bars that are obviously candy. She found power companies touting the safety of nuclear power and a major steel producer bragging of its battles against environmental pollution in the wake of U.S. Environmental Protection Agency accusations that the company had compiled "a record of environmental recalcitrance which is second to none."

Teachers Lack Economics Training

Concern of a different sort was voiced by the president of the Joint Council on Economic Education in a 1979 address to education writers. According to Michael MacDowell, corporations and trade associations are invading American classrooms with learning materials that ill-trained teachers are incapable of using properly.

"Most of the new corporate-sponsored materials have economics at their base, and yet the preparation of teachers in economics is abysmal," MacDowell said.

Some segments of corporate America have long played a key role in providing responsible and useful teaching materials, MacDowell noted. In recent years, however, new corporations and trade associations have been attempting to "infiltrate the classroom," he said.

"Unfortunately, these organizations have not followed the tried and true methods of those which have a long-standing relationship with educators," MacDowell said. "They have failed to use education specialists to develop their materials, and, therefore, have produced materials that are biased, one-sided and, hence, not usable."

The real issue, he said, is how corporate materials are used in the

classroom. He said that while he favors giving teachers a greater voice in the selection of teaching materials, "it is entirely another matter to suggest that they have the expertise to do so."

The nation's largest cataloger of free or low-cost educational materials, Educators Progress Service (EPS) of Randolph, Wis., lists more than 4,000 films and 1,600 pieces of printed material in one catalog for elementary school teachers alone. Most is produced by businesses and corporate trade groups, an EPS official admits. But all material is screened before being listed in the firm's 11 catalogs, she said, and added, "Many years we have thrown out up to 50% of what we get because it is just straight advertising or leans too hard toward advertising."

In 1978 EPS sponsored a book on free education materials by two Indiana U. professors, Charles DuVall and Wayne Krepel. In it they said, "No criteria are known which define excessive, or which replace the judgment of the individual teacher as to when advertising becomes excessive or blatant."

Harty, like MacDowell, is skeptical of the average teacher's ability to distinguish between fact and propaganda. She recommends public review panels to check materials for accuracy and the potential to deceive children. And she suggests that teachers using corporate materials employ a debate format so all views can be presented.

Big Mac's Programs Not Freebies

One fast food franchiser offers a different kind of supplementary learning aid and sponsors a unique career counseling program. It's well known to almost every elementary school pupil and teenager in America. And while McDonald's arches appear on all the materials involved, the advertising stops there.

McDonald's has two noteworthy education-related programs:

- Activity Packs are kits that contain a variety of lessons and materials on subjects ranging from nutrition to energy. Designed for use at elementary schools, each pack was prepared by outside experts—Harvard's nutrition department, for example. And they're not free. They cost $3 each. But they've proven so useful to teachers that the giant fast-food firm sells about 40,000 of them annually.
- For teenage employees—and McDonald's is one of the largest employers of teens since the military in World War II—there's a new computerized career and education counseling service known as PACE (Programmed Assistance in Career Exploration). It focuses on a wide range of careers and employment opportunities, providing information on jobs, education, occupational training and financial assistance. Again, it's not free. Employees pay $2 for a computer analysis of their career interests and needs.

Further information about either program can be obtained from McDonald's Corp., McDonald's Plaza, Oak Brook, Ill. 60521.

How Executives Rate Educational Institutions

Business and industry executives who participated in the Conference Board study were asked to rate educational institutions on how well they perform their work-preparation role. Vocational and occupational institutions were rated on their ability to produce graduates ready to perform effectively on the job; academic high schools and liberal arts colleges were rated on their ability to perform what they perceive to be their basic function—developing competence and skill in the use of language and intellect.

Following in rank order are the various kinds of educational institutions and the percentage of executive respondents who believe each is performing its work-preparation role particularly well:

Educational Institutions	% of Executive Respondents
Two-year colleges—vocational curriculum	51
Four-year colleges—engineering/science	44
Private vocational	29
Graduate schools	28
Four-year colleges—business	28
Secondary schools—vocational curriculum	26
Two-year colleges—academic	17
Primary schools	13
Four-year colleges—liberal arts	10
Secondary schools—academic curriculum	9

Chapter 7

Proposals, Policies and Reality

When future historians of American education write about the 1970s, they will note the decade was marked by a series of national reports on the need to revamp secondary schools. Prominent among these was *The Reform of Secondary Education* (1973) by a National Commission on the Reform of Secondary Education headed by B. Frank Brown; *Youth: Transition to Adulthood* (1974), the report of the panel on youth of the President's Science Advisory Committee chaired by James S. Coleman; *The Education of Adolescents* (1976), by the U.S. Office of Education's (USOE) National Panel on High Schools and Adolescent Education headed by John Henry Martin; and *Giving Youth a Better Chance* (1979), a report from the Carnegie Council on Policy Studies in Higher Education chaired by Clark Kerr. A common thread runs through all of these reports:

> A major factor in restructuring secondary education must be the bridging of the gap between adolescence and adulthood, and to do so schools should establish working relationships with the local business community so together they can ease the transition of youth from school to work.

The so-called Brown report, for example, recommended the secondary school curriculum be broadened to include on-site experiences for every student in the working life of the community. Community advisory councils should assist schools in planning and implementing career education programs that emphasize marketable skills. All students should achieve occupational effectiveness.

The report of the Coleman panel recommended that secondary schools offer all students, college-bound as well as vocational, one of two alternatives: Either a trimester system in which one semester of full-time work is alternated with two semesters of full-time study or the more familiar cooperative approach of half-time work and half-time study. In addition, the Coleman panel recommended that private

industry receive public financial support for creating roles and providing training for youth.

The USOE panel urged that work opportunities be provided to all youth who want them and called for the expansion of high school work-study programs.

The Carnegie Report

The latest and in many respects most outspoken of the many 1970s reports on secondary schooling was issued by the Carnegie Council only a month before the decade ended. It called for substantial changes in the last two years of high school, concentrating the usual instructional activities into only three days a week. The other two days would be reserved for work or service activities. The Council said its recommendations were designed to ease the "very abrupt" transition between school and work, and provide better cooperation among schools, employers and community groups.

High school vocational training programs are miserable failures, the Council charged, and should be de-emphasized in favor of increased on-the-job training. Federal vocational aid funds should be re-allocated to encourage high school work-study programs.

In releasing the report, Clark Kerr called secondary schools "the most neglected segment of American education." He noted that while billions of federal dollars are pumped into elementary school programs and into aid for college students, little goes into the high schools. And yet, the Carnegie Council said, these are precisely the years when young people make their most difficult choices. Citing a widespread lack of programs geared to introduce students to the challenges of the world outside of high school, the Council urged that during their last two years of secondary school students be allowed the freedom to experiment with adult responsibilities, to acquire some legitimate work experience and begin to form a personal service commitment to their community.

Existing Work-Study Programs

Since many of the secondary school reports of the 1970s recommended greater emphasis on some form of work-study education, it's helpful to know the magnitude of existing programs. A 1980 study by the Conference Board indicates that corporate involvement in formal work-study programs is limited.

The study, *Educating Students for Work: Some Business Roles*, found that among 756 companies employing 250 or more workers, the average number of students employed was only about two for every 100 full-time employees.

"At this rate there simply are not enough workplaces to provide jobs for more than an extremely small portion of working-age students," the study notes.

"The belief among many educators, public officials and business executives that work experience and exposure to the workplace should be an integral part of young people's education is simply at odds with both current realities and visible prospects," the Conference Board study found.

"For many establishments, involvement in student-related activities is episodic and extremely limited in scale," it concluded.

Labor Involvement in Education

What of labor? In some communities, those with strong and influential unions, labor must be involved in business-industry-education collaborative efforts, if they are to be successful. In communities where organized labor is weak, labor's involvement may be a minor factor in school-business cooperation.

The National Assn. for Industry-Education Cooperation (NAIEC) encourages labor involvement in industry-education councils, but it's not required. The National Manpower Institute's work-education councils, on the other hand, require labor participation.

Sometimes involving organized labor is difficult. For example, in Akron, Ohio, a strong labor community, it's been necessary to form a separate education-labor council because labor leaders won't serve on the same committee with representatives of the local business community. Nick Topougis, director of career development for the Akron schools, reports that he has to deal with three different groups—the labor council, the Akron Regional Development Board and a career education, vocational education, adult education advisory council.

A major problem in getting labor involved is that labor leaders tend to regard school administrators—both principals and superintendents—as management-oriented. According to Mark Schulman of Antioch College, in a paper prepared for the National Advisory Council on Career Education, labor leaders and school administrators usually have different definitions of work. Administrators—and business leaders—tend to agree with the definition in HEW's monumental 1974 study, *Work in America*: "an activity that produces something of

value for other people." Labor leaders, however, more often agree with Studs Terkel's allegation in *Working*: "This book is about violence—to the spirit as well as to the body.... It is, above all (or beneath all), about daily humiliations. To survive the day is triumph for the walking wounded among the great many of us." Labor leaders believe that if there's any dignity in labor, it's because unions have been able to bring a measure of dignity to the workplace.

Organized labor is also concerned about the image of labor that young people get through the mass media and their schooling. According to the HEW report on work, research shows that less than one character in 10 on television is a blue-collar worker, and these few usually are portrayed with undesirable social traits.

And textbooks tend to distort or ignore class conflicts and labor strife in American society. Frances FitzGerald, in *America Revised*, an analysis of history texts, found them both "remarkable for their lack of economic analysis" and "equally evasive or misleading in their social analysis."

That's why many of NMI's work-education councils and Akron's education labor council have developed curriculum units on labor education.

In addition, organized labor, taking a page from industry's book, has some special training facilities for union members:

- The United Auto Worker's (UAW) Walter and Ray Reuther Family Education Center in Black Lake, Mich., annually trains about 3,000 UAW members and some spouses in one- or two-week programs. They are assigned to mock local unions, each of which meets daily to prepare for a mock national convention that concludes the training.
- AFL-CIO's George Meany Center for Labor Studies in Silver Spring, Md., provides local labor leaders from across the country with training in economic and social policy and legislation.

Also, about 50 colleges and universities offer labor studies programs, some of them for workers only. Wayne State U. and the U. of Michigan, for example, jointly offer a Workers' Basic Studies Program that provides courses in such subjects as grievance analysis, effective speaking and steward's training.

Policy Implications

Obviously, the implementation of almost any of the recommendations in the secondary school reports of the 1970s would require

some kind of change in existing public policies. Sometimes these changes can be made by local school boards—placing more emphasis on work-study programs, for example. Sometimes the changes must be made by state government—as in modifying school attendance laws to bring about the changes recommended by the Carnegie Council. And some changes would have to be made by the federal government—shifting the focus of existing vocational programs, for example.

In fact, despite all the recommendations and all the concern about secondary education, little change in public policy took place during the 1970s. The federal government and some states enacted career education laws, and these did stimulate increased school-business cooperative activities. But for the most part, they were limited add-ons to existing programs, far from the radical shifts called for in many of the reports on secondary school reform.

Even President Carter's 1980 youth employment proposal, although calling for greater cooperation between business and the schools, didn't begin to address the major issue raised during the 1970s. The President focused only on one segment of American youth, those most in need of immediate assistance—the poor, minorities and unemployed.

The calls for secondary school reform, however, were addressed to all youth and all schools. Without being addressed by federal and state levels, it falls to local school districts, individual schools and the local business community to recognize the desirability of developing closer working relationships.

Education for Profit:

Federal manpower policies, aimed at training the unemployed, have created a national market for specialized skills instruction and related educational services. As a result, many large corporations have established profit-making subsidiaries that sell educational services and products.

Purchasers include the prime sponsors of Comprehensive Employment and Training Act (CETA) programs across the country —schools, colleges and private corporations. Anyone, in short, who may need specialized educational services.

Examples of corporate educational subsidiaries include:

- Control Data Education Co., best known for its sophisticated computerized remedial education system, PLATO (Programmed Logic for Automatic Teaching Operations). The firm also

markets: Fair Break, which provides job preparation to disadvantaged youth; learning centers, which offer a variety of remedial education and basic skills training; and technical institutes that provide training in computer-related skills. PLATO is used by a number of high schools and colleges throughout the country. The Fair Break program uses PLATO for remedial work and also provides counseling and job-seeking and retention skills.

- RCA Education Services, specializing in operating Job Corps Centers and CETA programs. Courses are offered in basic education, health education, clerical and business skills, electronics, building construction, auto repair and food services. In addition, RCA Education also contracts for school career education programs, technical education for industry and vocational programs in correctional institutions. The firm helped design, develop and implement the first programs offered at the Skyline Career Development Center in Dallas.
- Chrysler Learning, Inc., one of the oldest and largest private training contractors for CETA programs. Chrys-ler Learning focuses on entry-level training that includes outreach and recruitment, simulated "hands-on" training, remedial education, career guidance and job placement. Training is provided in such skills as welding, drafting, auto repair and clerical work. In addition, Chrysler Learning offers a career development program for high school students. It combines counseling, assessment, career guidance in 15 occupational areas and hands-on experiences.

Chapter 8

Success In a Variety of Ways

The following examples of industry involvement in education were selected for inclusion in this Special Report as case studies, not only because they appear to be successful and effective, but also because they exemplify:

- A bank's community education program;
- A state effort at a personal education-business liaison;
- Experience-based career education;
- A business that educates teachers;
- Students learning trades by doing; and
- Statewide industry-education collaboration.

Security Pacific Bank, California

A broad range of programs for elementary and secondary school students and teachers is offered by Security Pacific Bank in cooperation with Los Angeles area schools. The flagship of Security Pacific's Community Education Development fleet is Project STEP (Skills Training Education Program), which involves nearly 1,500 high school students every year.

Free courses in basic banking activities are offered at 32 bank offices through local school districts. Included are the head office in Los Angeles, the Glendale computer center and Woodland Hills charge card center. Classes are held after banking hours when both equipment and personnel are available. Students enroll voluntarily and attend on their own time, but receive high school credit and grades for participating. STEP is designed for high school seniors, but youths under 25 are allowed to take part.

Teachers are usually Security Bank employees with at least five years of experience. They must complete a 60-hour teacher training course and earn a special California teaching credential. They are paid by the local school district for their class time.

Courses are included in such fields as office careers, word processing, banking skills and banking and finance operations. All students take a six-hour course in personal economics where they learn how to use checking and savings accounts, apply for a loan and use credit cards. Job preparation also is included. Students learn how to fill out job applications and prepare for job interviews. Security Pacific officials estimate that 25% of STEP graduates eventually are hired by the bank. Hundreds of others get jobs at other financial institutions.

Gayle Jasso, director of the program, says four factors contribute to its success:

- Interest and support from the bank's top and middle management.
- Dedicated leadership and enthusiasm from teachers and coordinators.
- Close working relationships with local school districts.
- Highly motivated students.

Other Security Pacific Programs

Security Pacific also sponsors career awareness and economics education programs for students and summer workshops for teachers. Included are a program called "Wonders of Work" in 10 Los Angeles elementary schools, visits by students to the bank's head office to learn about banking and visits by bank employees to junior high schools to motivate students to stay in school.

Teachers from throughout California can participate in one of Security Pacific's two five-day summer workshops where they learn about career opportunities in banking and develop curriculum materials for their schools.

In addition, Security Pacific has developed a free game called "Marketplace" to help schools teach about the American free market system.

North Carolina's Education-Business Liaison

Brooks Whitehurst is a chemical engineer for Texasgulf in Aurora, N.C. For years he'd been active in education affairs, serving on a number of statewide task forces, including one on secondary schools and career education.

During the 1978-79 school year Whitehurst had a new job: bridge-

builder. At the request of Gov. James Hunt and State Supt. of Public Instruction Craig Phillips, and with the blessing and support of Texasgulf, he devoted the year to building bridges between North Carolina schools and industries. "During the 1960s and early 1970s, communities abandoned their schools and schools abandoned their communities," Whitehurst says. "My job was to reconnect them."

Armed with a year's paid leave of absence from Texasgulf and a state-supported expense account, he began his unusual assignment by buying a new car. "I put 30,000 miles on it in less than a year," he reports. What did he accomplish? Some examples:

- Found black engineers to provide successful role models for students in a rural district with a 75% minority enrollment.
- Helped a superintendent with no program for gifted and talented students find employees from local industries who volunteered to help.
- Went across the state line into southern Virginia to get industries there involved in schools in nearby North Carolina where most of their employees lived.
- Got scientists from a major industry involved in an advanced science program at a nearby high school.

In establishing the education-business liaison position, Gov. Hunt and Supt. Phillips had four goals:

1. Establish a communications link between business and the public education community.
2. Solicit from the business community ideas, technical know-how and help in improving public education.
3. Generate an understanding that good education in the community is an asset to further community development and economic development.
4. Encourage people in the business community — both managers and employees — to become involved with their public schools.

On the basis of his experience, Whitehurst believes that "schools often don't know precisely what they want from business and industry. Business may be willing to help, but doesn't know what to do." Too many school-business connections are temporary, he feels. "They're one-day affairs once a year, which is a waste of resources." He hopes North Carolina's approach will produce lasting industry-education links.

Whitehurst's successor as the state's education-business liaison was Joseph Lamott, a management development specialist from the

Dupont plant near Greenville, who planned to work on involving industry in teacher-training activities.

Experienced-Based Career Education

A secondary school career education program that relies on the active participation of business and industry began at four sites in the early 1970s, thanks to federal research and development funds. Experienced-based career education (EBCE) programs have since spread to more than 200 schools in 30 states.

The original four EBCE projects were designed by the National Institute of Education to provide high school youth with:

- A comprehensive and individualized full-time alternative to traditional schooling.
- Direct, non-paid learning experiences in real-life settings in the community — with business, industry, the professions, local government agencies, etc.
- Alternative means of learning basic skills, primarily by first-hand contacts in the community rather than through the usual school-based classes.

Each of the four EBCE models was designed to appeal to a wide range of students. Those uncertain about their career options could do some exploring through direct experience. Those seeking entry-level skills could prepare for immediate full-time employment upon graduation. And college-bound youth would have ample opportunity to test tentative career choices.

The key to the success of the four models — and to the many spinoffs developed in recent years — is the active involvement of local industry. Businesspeople work closely with local school officials to provide students with supervised and evaluated job experiences. The schools, in turn, tailor ways of integrating school course content into each student's work experience curriculum.

The objective is that each student will simultaneously gain work experience while learning basic career development and skills, including reading, writing and computation; listening and speaking; work ethics; self-initiative and responsibility; critical thinking; and identifying and using community resources.

Evaluations of the four models indicate that EBCE students are more self-confident, have more positive attitudes about school and the community and achieve significant gains in reading and mathematics skills.

Through Regional Labs

The original EBCE models were funded through four regional educational research and development laboratories as demonstration projects. In each case a local public school system was a full partner in the undertaking. The four:

- Northwest Regional Educational Laboratory, Portland, Ore., and the suburban Tigard, Ore., public schools.
- Far West Laboratory for Educational R&D, San Francisco, and the Oakland public schools.
- Research for Better Schools, Inc., Philadelphia, and the Philadelphia schools.
- Appalachia Educational Laboratory, Charleston, W.Va., and the Charleston area schools.

While all four laboratories operated from the same set of federal guidelines in planning and developing their programs, they were free to shape each to local needs and resources. As a result, there are significant differences in design and operation, enough to provide several options for schools and communities interested in developing EBCE programs of their own. Students can be based at their high schools or operate from external learning centers, for example. Supplemental basic skills instruction can be provided through programmed learning materials or by tutorial assistance. Counseling may be either a separate service or an integral part of the program.

Examples of EBCE student activities include:

- Working together as a team, a group of students form an advertising agency to promote a local restaurant among commuters working within a five-block radius of an urban center. They assess the restaurant, its attributes and shortcomings; survey prospective customers; plan, develop and conduct a comprehensive advertising campaign; and then evaluate the results. In the course of the project they learn about small-business operations, opinion research, art and photography, budgeting, planning and assessment. Coordinators from the local school system monitor their progress in basic skills development while a community resource person, in this case an advertising executive, provides appropriate advice and counsel — and encouragement.
- In another EBCE program students learn about the scientific method of problem-solving. First they are asked to form their own definition of science by doing some reading and observing the use of science at two or more employer sites. Then, at two sites, they must identify four examples of cause-and-effect rela-

tionships and learn the meaning of accuracy and the importance of self-discipline to scientific methodology. Finally, they must select a problem that requires investigation, apply the scientific method to solving it and document their results in a written report that will be graded on both content and for punctuation, spelling, grammar and sentence construction.

- The career exploration component of another EBCE project requires students to visit a local business or industry, observe all aspects of the operation, talk with employees at all levels and then write a report that includes:
  1. A list of all career possibilities involved, the qualifications for each and the skills necessary for maintaining employment;
  2. An understanding of the rights and responsibilities of employees; and
  3. Identification of work-related academic, job-acquisition and job-maintenance skills.

Evaluation Results

EBCE has been evaluated by both a federally sponsored task force and the Educational Testing Service. It has been found to be a viable, relatively low-cost alternative to the usual high school program, one that can be operated as an adjunct to the regular program for a limited number of students and an approach that generates enthusiasm among students, parents and employers.

Each of the four regional laboratories involved in the original EBCE models has developed training materials and will provide local school districts with technical assistance at low cost. In addition, the models are included among the successful federal programs being promoted in many states through the National Diffusion Network.

A national EBCE association also has been formed. For information, contact Robert Blum, National EBCE Assn., Northwest Regional Educational Laboratory, 710 SW 2nd Ave., Portland, Ore. 97204.

A Business That Educates Teachers

Rexnord, Inc., headquartered in Milwaukee, produces power transmission components, water pollution control systems, construction equipment and machinery for the mining industry. The company

Making the Community Your Classroom

A 260-page handbook, *Experienced-Based Learning: How to Make the Community Your Classroom*, has been prepared by the Northwest Regional Educational Laboratory. It includes:

- Experienced-based learning characteristics.
- Techniques for structuring EBCE learning experiences.
- How to analyze community resources.
- How to get community and business involvement.

Copies may be purchased for $11.50 from: Office of Marketing and Dissemination, Dept. C, Northwest Regional Educational Laboratory, 710 SW 2nd Ave., Portland, Ore. 97204.

employs more than 18,000 people in 39 U.S. plants and 27 foreign operations.

Rexnord also employs teachers. It does so for about six weeks each summer, in real jobs rather than "make work" capacities and in a deliberate effort to "help build bridges of mutual trust" between business and education.

According to Rexnord chairman Robert V. Krikorian, the purpose of the program "is to provide men and women in education and business with the opportunity to better understand each other. We have discovered that it has a positive effect on the attitudes of teachers and young students about business."

Here's how Rexnord's Teacher/Business Program works: about 15 teachers, grades 6-10, are selected from local schools to work five to six weeks each summer at one of half a dozen Rexnord facilities in four states. Each work assignment differs in content and location within a plant, ranging from advertising and market research to personnel, engineering and purchasing. Teachers are paid about double the minimum wage for a six-hour work day. They may be assigned to routine tasks or undertake special projects.

"Our program does not sell anything," says Krikorian. "It involves practical business experience. What we are trying to do is

understand each other by working together, learning together."

Some of the results Rexnord has had with the program since it began in 1976 include:

- In day-to-day discussions, meetings and luncheons, Rexnord found that supervisors and teachers were becoming supportive of each other's work.
- From one teacher's viewpoint — "just listening in management meetings and watching how well you organize things was the best education we received."
- The long-term effect on most teachers is positive. Most admitted they "had no idea how interesting it would be." Most turn ideas into class assignments and discussions.
- Personal relationships have developed. Corporate staff, supervisors and employees are honoring teachers' requests to visit their classrooms, meet students and talk about business.

What's In It For Me?

Rexnord cites a variety of benefits — for teachers, the company and employees.

Teachers discover the human aspects of business, provide businesspeople with an opportunity to understand the problems of education and gain new resources for their classrooms.

The company develops links with an important element of the community, and, not incidently, scores a public relations plus.

Company employees not only learn about teacher views of schools and students but also discover the interdependency of business and education.

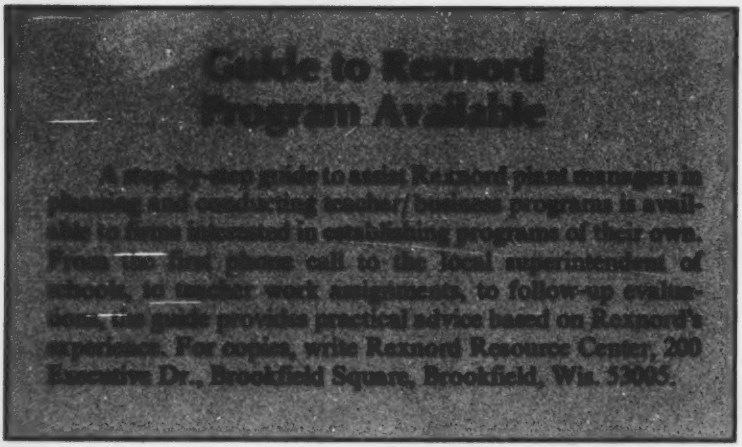
Since beginning the program at corporate headquarters in the summer of 1976 with 15 teachers, Rexnord has extended it to plants in Kentucky, Illinois and Massachusetts. In addition, Krikorian has made it part of a corporate public affairs project known as "Activate Someone." Other elements are a citizen action program to improve communications with legislators and an idea exchange program to bring together business and community leaders.

In early 1980, Rexnord publicized its "Activate Someone" programs with an advertising campaign in the *Wall Street Journal, U.S. News & World Report* and newspapers in Rexnord plant cities participating in the project.

As a result, "We are up to our ears in inquiries," reported Carol Erwin, director of Rexnord's Resource Center, shortly after the ads

appeared. The headline on one ad read: "If some of the 'T's' at the PTA aren't giving business a fair shake, offer them a job at the office this summer."

Erwin said many companies expressed an interest in setting up teacher/ business job programs. One that already has done so is Caterpillar Tractor in Peoria, Ill. Caterpillar's program, modeled on Rexnord's, began during the summer of 1979 with 19 Peoria-area teachers.



Students Learn By Doing

High school students in Montgomery County, Md., build $100,000-plus houses from below ground up and repair used cars for sale through their own dealership. Both endeavors receive active support and participation from local companies, banks, trade associations and professional groups. Excess costs to local taxpayers are little more than those of transporting students from their schools to worksites and back.

Students work on site for one or two hours daily. Their teachers serve as bus drivers. At the home construction site they learn such skills as carpentry, bricklaying, plumbing, electrical wiring, installing heating and air conditioning systems, landscaping and interior decorating. At their auto dealership — an old school bus repair facility — they learn all aspects of auto repair and body work and also business management.

Each program is co-administered by the Montgomery County Public Schools and a non-profit foundation created especially for the purpose. The board of the construction foundation includes a lawyer, architect, appraiser, banker, accountant, two realtors, a developer and two builders. The automotive foundation board includes representatives from local dealers, automobile associations, an oil company and a bank. Thus, the local business community not only supports the two programs but is actively involved in planning, monitoring and evaluating home construction and auto repair activities. The two foundations coordinate their programs through a president's council.

The programs were the brainchild of Michael Wilson, vocational education coordinator for Montgomery County schools. Wilson serves as executive vice president of the two foundations.

In 1971 he first proposed creation of a non-profit foundation for a student-run, self-supporting home construction project. It took him almost four years to sell the idea, first to school officials and then to the business community. Eventually the president of the local banker's association personally backed a $100,000 loan to the foundation.

Construction of the first of an annual series of custom-built houses began in October 1975. When it was completed in June 1976 it sold for $106,500. The 1979 house was appraised at $155,000 and sold for $167,000. Wilson notes that all houses built by students have included central vacuum systems, built-in security and sound systems and are fully landscaped and over-insulated.

Once the home construction project had proven successful, Wilson had less trouble developing the auto repair project. Enlisting the support of auto dealers, bankers, insurance agents and mechanics, another foundation was established and a $50,000 loan secured.

The only auto dealership in the country that is run by high school students opened in 1978. By the spring of 1980, nearly 150 cars had been purchased, repaired and sold at a modest profit. Sale prices are based on costs and book value. The students' work is of such high quality that there's a waiting list for cars repaired at the dealership.

Wilson says that about 400 students from 13 Montgomery County high schools are involved in home construction activities, working in shifts. Another 75 students from 10 high schools participate in the auto repair project. Not surprisingly, Wilson reports that students who have been enrolled in one of the projects have had little trouble finding jobs upon graduation.

"Employers are looking for good work habits, a positive attitude and experience," says Wilson. "And that's what our students have."

Statewide Industry-Education Collaboration

One state that has "put it all together" in industry-education cooperation is Colorado. Through an adroit combination of career and economic education, Colorado has succeeded in developing a comprehensive program of business-industry-education collaboration that incudes:

- A network of 34 local business-education councils that evolved from a joint effort of the Colorado Dept. of Education, the Colorado Assn. of Commerce and Industry and Colorado State U.
- A state-funded career education program with a much-used state resource center, technical assistance to local districts and funds for local projects.
- Extensive year-round short-term training for teachers in economics through seminars and workshops sponsors by the Colorado Council on Economic Education.
- Summer career development institutes for teachers, counselors and principals at Colorado State U., the U. of Colorado and the U . of Northern Colorado.

The state's program evolved over an eight-year period. Colorado was one of the first states to respond to U.S. Education Comr. Sidney P. Marland's call for an emphasis on career education. In 1972, five pilot inservice training projects were funded jointly by the Colorado Dept. of Education and the State Board for Community Colleges and Occupational Education. The next year a statewide task force representing business, industry, labor and education prepared a position paper on career education that was endorsed by the state boards of higher education, occupational education and elementary-secondary education.

In 1974, the three boards jointly appointed a state career education coordinator, and the first of what was to become an annual series of career fairs, sponsored by the Denver Chamber of Commerce, state education agencies and business, industry and labor organizations, attracted 80,000 students and parents.

In 1975 the Colorado legislature enacted a Career Education Act authorizing a state advisory council, resource center, technical assistance and local projects.

A major breakthrough occurred in 1976 when the Colorado Assn. of Commerce and Industry (CACI) endorsed the career education concept. As a result, every local chamber of commerce in the state was encouraged to establish a business-education council and participate in team leadership conferences.

Forming Business-Education Councils

In 1977, at a conference center near Colorado Springs, more than 300 educators and businesspeople from throughout the state met to plan how to make career and economic education an integral part of the schooling for every Colorado child. Top executives from firms such as Samsonite, Sears, Kodak and Johns-Manville participated, along with CACI leaders, the executive director of the state council on economic education and the state commissioner of education.

From that conference emerged a joint program sponsored by CACI, the state education department and Colorado State U. Known as Colorado Communities for Business and Education Interaction, it is the planning, training and coordination force behind the 34 local business-education councils in the state.

Local councils usually include representation from business, industry, labor, the professions and local government, including the local school system. They can and do seek assistance from CACI, the state education department, the state council on economic education and nearby colleges and universities. Their activities include the establishment of community resource centers, "shadow" programs whereby both teachers and students monitor workers at job sites, job days and career fairs, student internships and work-study programs, and inservice training for teachers, counselors and administrators.

While CACI and the state provide assistance, most local councils depend on their own school system and chamber of commerce for guidance. "If you let them write their own program, they'll support it," explains Mike Byrne, CACI's director of public relations.

Career Education in Colorado

The 1975 Colorado Career Education Act provides local school districts with five services:

1. State financial support for local projects. By early 1980, 154 of Colorado's 181 school districts had received state career education funds.
2. A state career education resource center that provides local districts with free materials ranging from books and displays to slide-tape shows and films. During the 1978-79 school year, the center handled 10,000 requests for materials.
3. A state community resource bank at the resource center. It has information about businesses, agencies and people that will provide field trips, classroom speakers, internships or curricu-

lum assistance. By early 1980, Colorado educators had made nearly 10,000 "withdrawals" from the bank.

4. A resource team for teachers or administrators seeking experienced yet inexpensive help in setting up career education programs, available through the state career education office. Expenses for the team, selected from experienced persons in nearby schools and communities, are paid by the requesting district while the state pays for the cost of substitute teachers for resource team members.
5. Technical assistance from the state career education office to local districts in the form of workshops on successful career education plans, programs and projects.

Economic Education in Colorado

The driving force behind economic education in Colorado, as it is in many other states, is the state council on economic education. It works to promote and improve economic education primarily by focusing on inservice teacher training.

Independent and non-profit, the Colorado Council on Economic Education (CCEE) is governed by a board of leaders from education, business and industry, labor and agriculture. It is funded entirely by the private sector, primarily business and industry.

According to CCEE's Exec. Dir. LaKay Schmidt, the council believes that because teacher training has a "multiplier effect," it is the most cost-effective approach to encouraging economic education in the schools. CCEE programs serve about 800 teachers annually. These programs, conducted in locations throughout the state, often include college credits for successful completion. The programs are:

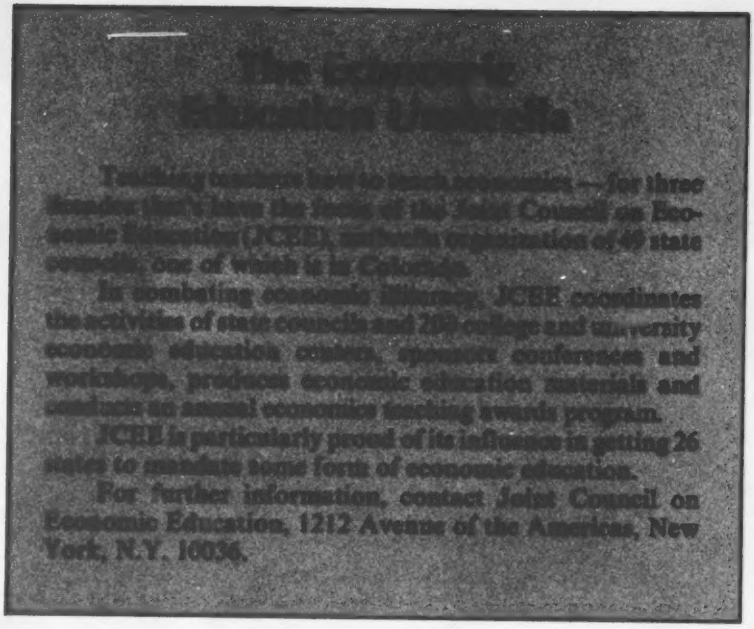
- The American Competitive Enterprise System: A seminar for secondary school teachers that deals with basic concepts and issues of the nation's economic system.
- The Mini-Society: A teacher workshop dealing with a strategy for incorporating economic concepts into grades 3-6.
- Teaching Economics in American History: A course to aid social studies teachers in incorporating economic understanding in American history courses.
- The Role of Business in Society: An in-residence seminar that deals with current economic issues and emphasizes the positive role of business in a free society.

- Consumer Economics Forum: Issues-oriented program for teachers featuring guest speakers from business, industry, labor and agriculture.

Career Development Institutes

A statewide meeting of college deans, business leaders and school administrators in 1978 produced a plan to improve the quality of student guidance and counseling in Colorado. The deans of education at three universities agreed to form a consortium and, in cooperation with CACI, sponsor an annual series of three-week summer institutes on work and careers in Colorado. The three offered during the summer of 1980 were:

- Colorado State U. and the Fort Collins Chamber of Commerce — for counselors and "selected educators": one week of learning on campus followed by two weeks of placement in several business or industry settings; focus on the business picture in Colorado, opportunities and qualifications.
- U. of Colorado, Boulder — for counselors, teachers and principals: exposure to several work settings in large and small industry, opportunities to talk with corporation executives about employment opportunities, anticipated growth, etc.
- U. of Northern Colorado — for counselors, teachers and school administrators; includes a series of two-day experiences in each of four different business or industry settings.



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What To Do To Get Started

Business

- Try to get your local chamber of commerce involved. Cooperative efforts usually are more effective than individual business efforts. Many of the most successful programs in the nation have chamber of commerce backing.
- The chamber, in turn, should survey the local business community to see who is willing to offer what in the way of people and resources.
- Be willing to free people to spend time in the schools.
- If your project needs to involve students, insist that teachers be included in planning and conducting activities.
- Take a good look at what other businesses and communities have done or are doing so you won't have to re-invent the wheel.
- Don't expect that your involvement will result in a "quick fix" for needs in your local school system. It will take long, hard and patient work.
- Be willing to work on a school-by-school basis rather than try to do something district-wide all at once.

Education

- Gain the support of your superintendent of schools and local school board.
- Survey your school and all schools in the district to see what's needed and desired.
- Be willing to free people to work with the business community.
- Be sure that teachers are involved from the beginning in planning and implementing programs that include students.
- Find out what other schools and school districts have done or are doing and adapt their concepts to your local circumstances.
- Don't expect student achievement or "employability" to increase dramatically overnight; it will take time for any new initiative to pay off.
- Seek from business something other than financial support; ask for people and material resources. Business already supports the schools financially through taxation.
- Be willing to let outsiders in and your students out.
- Develop collaborative efforts on a school-by-school basis.

SELECTED REFERENCES AND RESOURCES

1. Policy

Two of the most current policy reports on helping youth move from classroom to workplace, and the role business and industry should play in that transition, are:

- *Giving Youth A Better Chance: Options for Education, Work and Service,* The Carnegie Council on Policy Studies in Higher Education (1979, 345 pages, $13.95 prepaid from: Jossey-Bass Publishers, 433 California St., San Francisco, Calif. 94104).
- *The Transition of Youth to Adulthood: A Bridge Too Long,* National Commission on Youth (1980, 272 pages, $22.50 hardcover and $10.00 paperback prepaid from: Westview Press, 5500 Central Ave., Boulder, Colo. 80301).

2. Business-Industry-Education Councils

The two major national organizations involved in establishing and maintaining business-industry-education councils at the local, regional and state level are the National Association for Industry-Education Cooperation (NAIEC) and the Work-Education Consortium of the National Manpower Institute (NMI). Materials and resources available from each include:

- NAIEC: *Industry-Education Councils: A Handbook; How to Plan a Community Resources Workshop: A Handbook; Community Based Career Education Advisory Councils: A Mechanism for Local Collaborative Efforts; A Guide for Evaluating Industry-Sponsored Educational Materials; Journal of Industry-Education Cooperation* (published semi-annually); and *NAIEC Newsletter* (published occasionally). Information about any or all of these publications can be obtained from: National Association for Industry-Education Cooperation, 235 Hendricks Blvd., Buffalo, N.Y. 14226.
- NMI: *The Boundless Resource: A Prospectus for an Education/Work Policy* (1975, 205 pages, $4.95); *The Education-Work Consortium: An Inventory of Projects in Progress* (1978, 79

pages, $7.50); *Work-Education Councils: Profiles of Collaborative Efforts* (1979, 180 pages, $8.50); and *The Work-Education Exchange*, an occasional newsletter. Inquiries about NMI work-education publications should be addressed to: Center for Education and Work, National Manpower Institute, 1211 Connecticut Ave., N.W., Washington, D.C. 20036.

3. Career Education

Information about career education has become voluminous. However, the following publications are particularly useful in focusing on the role of business and industry:

- *Career Education: What it is and why we need it from leaders of industry, education, labor and the professions,* Chamber of Commerce of the U.S. (1975, 19 pages, $2.00, U.S. Chamber of Commerce, 1615 H St., N.W., Washington, D.C. 20062).
- *Monographs on Career Education,* a series of publications from the federal career education office. Particularly useful are "The Concept of Collaboration in Career Education," "Refining the Concept of Collaboration in Career Education," and "Chambers of Commerce and Career Education." Copies can be obtained from the Office of Career Education, U.S. Department of Education, Washington, D.C. 20202.
- *Community Based Career Education Advisory Councils: A Mechanism for Local Collaborative Efforts,* National Association for Industry-Education Cooperation (1978, 14 pages, from NAIEC, 235 Hendricks Blvd., Buffalo, N.Y. 14226).
- *Career Education: The Policies and Priorities of Businesses, Organizations and Agencies,* 1979, 25 pages; and *Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor,* 1979, 66 pages. Both were published by and can be obtained from: Career Education Project, Education Commission of the States, 1860 Lincoln St., Denver, Colo. 80295.

4. Business Involvement in Education

Two of the most detailed accounts of business involvement in education have been published by The Conference Board. They are:

- *Education in Industry* (1977, 97 pages, $5.00 for associates and educational; $15.00 for all others).

- *Educating Students for Work: Some Business Roles* (1980, 62 pages, $5.00 for associates and educational; $15.00 otherwise).

These reports are available from The Conference Board, Inc., 845 Third Ave., New York, N.Y. 10022.

Two interesting accounts of business and labor involvement in education are the transcripts of a series of Options in Education radio programs produced and broadcast by National Public Radio. These are: "Business Education," and "Education for and about Workers." They are available in either cassette or printed transcript form from: Options in Education, National Public Radio, 2025 M St., N.W., Washington, D.C. 20036.

The controversial report of Ralph Nader's consumer advocate group on "corporate freebies," *Hucksters in the Classroom* (1979, 190 pages, $10.00 to all but corporations; $20.00 to corporations), is available from the Center for Study of Responsive Law, P.O. Box 19367, Washington, D.C. 20036.

A series of case studies on corporate volunteers in education, *Business and Education: Partners for the '80s,* is available from the National School Volunteer Program, Inc., 300 N. Washington St., Arlington, Va. 22314.

5. Newsletters

In addition to the newsletters of the National Association for Industry-Education Cooperation and the National Manpower Institute, the following may be of value:

- *Education & Work,* biweekly from Capitol Publications, Inc., (Suite 3-12, 2430 Pennsylvania Ave., N.W., Washington, D.C. 20037; annual subscription rate: $85.00). Focus is on the Washington scene and federal activities.
- *You & Youth,* monthly from Vocational Foundation, Inc., (850 Third Ave., New York, N.Y. 10022, annual subscription price, $37.00 with a 50% discount available to government agencies and nonprofit organizations. Focus is on detailed accounts of youth training and employment projects across the country, many of which involve business and industry.